

TEXAS HIGHER EDUCATION COORDINATING BOARD

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

June 20, 2018

10:45 am

*(or upon adjournment of the Special Called Board meeting,
whichever occurs later)*

*CHAIR
Fred Farias III, O.D.*

*VICE CHAIR
Donna N. Williams*

*Arcilia C. Acosta
Ricky A. Raven
Welcome W. Wilson, Jr.*

*Michelle Q. Tran
Ex-Officio*

*Stuart W. Stedman
Ex-Officio*

AGENDA

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to <http://www.theccb.state.tx.us/public-testimony>

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes from the March 21, 2018, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Report to the Committee on activities of the Family Practice Residency Advisory Committee
 - B. Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2019 and the report on trusted funds distributed in Fiscal Year 2018
 - C. Discussion of the review and approval of off-campus teaching sites
 - D. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee
 - E. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM
 - F. Report to the Committee on activities of the Undergraduate Education Advisory Committee
 - G. Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees

Committee on Academic and Workforce Success

- H. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

SAM HOUSTON STATE UNIVERSITY

- (1) Doctor of Osteopathic (DO) degree with a major in Osteopathic Medicine

TEXAS STATE UNIVERSITY

- (2) Doctor of Philosophy (PhD) degree with a major in Applied Anthropology

TEXAS TECH UNIVERSITY

- (3) Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

- (4) Doctorate of Health Informatics (DHI) degree with a major in Health Informatics

WEST TEXAS A&M UNIVERSITY

- (5) Doctor of Education (EdD) degree with a major in Educational Leadership

I. LUNCH

- J. Consideration of adopting the staff recommendation to the Committee relating to the Open Educational Resources Report (*Senate Bill 810, 85th Texas Legislature, Regular Session*)

- K. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program

- L. Consideration of adopting the staff recommendation to the Committee relating to the January 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")

- M. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from United States American College of Business and Healthcare for an initial Certificate of Authority to grant degrees in Texas

- N. Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for the General Drafting Program of Study

- O. Consideration of adopting the Biology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Biology Field of Study

- P. Consideration of adopting the Business Administration & Management Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Business Administration & Management Field of Study

- Q. Consideration of adopting the Criminal Justice Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Criminal Justice Field of Study

Committee on Academic and Workforce Success

- R. Consideration of adopting the Political Science Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Political Science Field of Study
- S. Consideration of adopting the Psychology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Psychology Field of Study
- T. Consideration of adopting the Social Work Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Social Work Field of Study
- U. Consideration of adopting the staff recommendation to the Committee relating to the proposed revisions to the Texas College and Career Readiness Standards for English Language Arts and Math
- V. Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for Grad TX activities designed to help meet the completion goal of *60x30TX*
- W. Consideration of adopting the staff recommendation to the Committee relating to an amendment extending the contract for the Texas Success Initiative Assessment
- X. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Proposals for the development and implementation of a classification and diagnostic assessment instrument for the Texas Success Initiative
- Y. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the facilitation of the review and revision of the Science, Social Studies, and Cross-Disciplinary Texas College and Career Readiness Standards
- Z. Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter CC, Sections 27.661 – 27.667 of Board rules, concerning the establishment of the Health and Wellness Field of Study Advisory Committee
- AA. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
 - (1) Apply Texas Advisory Committee
 - (2) Certification Advisory Council (CAC)
 - (3) Communications Field of Study Advisory Committee
 - (4) Community Technical College Leadership Council
 - (5) Computer Science/Information Technology Field of Study Advisory Committee
 - (6) Drama/Performing Arts Field of Study Advisory Committee
 - (7) Graduate Education Advisory Committee (GEAC)
 - (8) Learning Technology Advisory Committee (LTAC)
 - (9) Lower-Division Academic Course Guide Manual Advisory Committee (ACGM)
 - (10) Undergraduate Education Advisory Committee (UEAC)
 - (11) Economics Field of Study Advisory Committee

Committee on Academic and Workforce Success

VI. Adjournment

NOTE: The Board will not consider or act upon any item before the Committee on Academic and Workforce Success at this meeting. This meeting is not a regular meeting of the full Board. Because the Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Committee on Academic and Workforce Success is also being posted as a meeting of the full Board.

Texas Penal Code Section 46.035(c) states: "A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter." Thus, no person can carry a handgun and enter the room or rooms where a meeting of the THECB is held if the meeting is an open meeting subject to Chapter 551, Government Code.

***Please Note** that this governmental meeting is, in the opinion of counsel representing THECB, an open meeting subject to Chapter 551, Government Code and THECB is providing notice of this meeting as required by Chapter 551. In addition, **please note** that the written communication required by Texas Penal Code Sections 30.06 and 30.07, prohibiting both concealed and open carry of handguns by Government Code Chapter 411 licensees, will be posted at the entrances to this governmental meeting.*

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Donna N. Williams, Vice Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the March 21 2018, Committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES

Committee on Academic and Workforce Success

1200 East Anderson Lane, Room 1.170

Austin, Texas

March 21, 2018, 10:45 am

(or upon adjournment of the Committee on Affordability, Accountability
and Planning meeting, whichever occurs later)

Minutes

The Texas Higher Education Coordinating Board’s *Committee on Academic and Workforce Success (CAWS)* convened at 11:58 a.m. on March 21, 2018, with the following committee members present: Fred Farias, Chair, presiding; Donna Williams, Vice Chair; and Arcilia Acosta. Stuart Stedman appointed himself to this Committee due to the possibility of not having a quorum at the start of the meeting. Ex-Officio members present: Andrias (Annie) Jones. Member(s) absent: Ricky Raven.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair’s meeting overview	Fred Farias called the meeting to order. Stuart Stedman announced the new Committee members.
II. Consideration of approval of the minutes from the December 13, 2017, Committee meeting	On motion by Arcilia Acosta, seconded by Donna Williams, the Committee approved this item. The Committee moved to Item G. Lunch.
III. Consideration of approval of the Consent Calendar	On motion by Donna Williams, seconded by Arcilia Acosta, the Committee approved this item.
IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	There was no public testimony.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	

AGENDA ITEM	ACTION
<p>TEXAS TECH UNIVERSITY</p> <p>(1) Doctor of Philosophy (PhD) degree with a major in Music Education</p>	<p>On motion by Donna Williams, seconded by Arcilia Acosta, the Committee approved this item.</p>
<p>THE UNIVERSITY OF TEXAS AT AUSTIN</p> <p>(2) Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina/o Studies</p>	<p>On motion by Arcilia Acosta, seconded by Stuart Stedman, the Committee approved this item.</p>
<p>THE UNIVERSITY OF TEXAS AT TYLER</p> <p>(3) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology</p>	<p>On motion by Stuart Stedman, seconded by Donna Williams, the Committee approved this item.</p>
<p>THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY</p> <p>(4) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology</p>	<p>On motion by Fred Farias, seconded by Arcilia Acosta, the Committee approved this item.</p>
<p>B. Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2018 Annual Review of Low-Producing Programs</p>	<p>On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.</p>
<p>C. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:</p> <p>(1) Economics Field of Study Advisory Committee</p> <p>(2) Management Information Systems Field of Study Advisory Committee</p> <p>(3) Mathematics Field of Study Advisory Committee</p> <p>(4) Radio and Television Field of Study Advisory Committee</p> <p>(5) Sociology Field of Study Advisory Committee</p> <p>(6) Undergraduate Education Advisory Committee</p>	<p>This item was on the Consent Calendar.</p>
<p>D. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2018 Texas Higher Education Star Awards</p>	<p>This item was on the Consent Calendar.</p>
<p>E. Consideration of adopting the staff recommendation to the Committee relating to approval to amend the contract with Texas Tech University for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables</p>	<p>This item was on the Consent Calendar.</p>

AGENDA ITEM	ACTION
<p>F. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Proposals for the development and ongoing support of an online Pre-Assessment Activity</p>	<p>On motion by Stuart Stedman, seconded by Donna Williams, the Committee approved this item.</p>
<p>G. LUNCH</p>	<p>The Committee took up this item after Item II.</p>
<p>H. Proposed Rules:</p> <p>(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter C, Sections 5.41 - 5.43, 5.45, 5.46, 5.48, 5.50, and 5.51 - 5.54 of Board rules concerning approval of new academic programs at public universities and health-related institutions, review of existing degree programs, and the repeal of Section 5.56 of Board rules concerning approval of baccalaureate degree programs for selected community colleges</p>	<p>On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.</p>
<p>(2) Discussion of proposed amendments to Chapter 4, Subchapter D, Sections 4.82 and 4.85 of Board rules concerning the statutory basis of the rules and dual credit eligibility requirements</p>	<p>Stacey Silverman, Deputy Assistant Commissioner, gave an update on these rules. The comment period did not end in time for consideration at this meeting; therefore, the rules will go to the full Board for approval at their April 2018 Board meeting.</p>
<p>I. Consideration of adopting the staff recommendation to the Committee relating to a request from The University of Texas of the Permian Basin to amend the contingencies for the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Electrical Engineering degree programs, which were approved by the Board at the October 2017 meeting</p>	<p>On motion by Stuart Stedman, seconded by Donna Williams, the Committee approved this item.</p>
<p>VI. Adjournment</p>	<p>On motion by Donna Williams, seconded by Stuart Stedman, the Committee adjourned at 1:50 pm.</p>

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

In order to ensure that meetings are efficient, and to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the Committee has a Consent Calendar for items that are noncontroversial. Any item can be removed from the Consent Calendar by a Board member.

Consent Calendar

V. Matters relating to the Committee on Academic and Workforce Success

- L. Consideration of adopting the staff recommendation to the Committee relating to the January 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")
- Z. Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter CC, Sections 27.661 – 27.667 of Board rules, concerning the establishment of the Health and Wellness Field of Study Advisory Committee
- AA. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
 - (1) Apply Texas Advisory Committee
 - (2) Certification Advisory Council (CAC)
 - (3) Communications Field of Study Advisory Committee
 - (4) Community Technical College Leadership Council
 - (5) Computer Science/Information Technology Field of Study Advisory Committee
 - (6) Drama/Performing Arts Field of Study Advisory Committee
 - (7) Graduate Education Advisory Committee (GEAC)
 - (8) Learning Technology Advisory Committee (LTAC)
 - (9) Lower-Division Academic Course Guide Manual Advisory Committee (ACGM)
 - (10) Undergraduate Education Advisory Committee (UEAC)
 - (11) Economics Field of Study Advisory Committee

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Items Relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Committee, after staff has presented the item, or any other time as determined by the presiding chair.

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Report to the Committee on activities of the Family Practice Residency Advisory Committee

RECOMMENDATION: No action required

Background Information:

The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The committee and FPRP were established in 1977 by the Texas Legislature. The intent of the program is to increase the number of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. Roland Goertz, M.D., serves as chair, and Michael Ragain, M.D., serves as vice chair of the committee.

The committee held one meeting during Fiscal Year 2018 and considered the following items:

- Funding allocation for FPRP for Fiscal Year 2019 for recommendation to the Board;
- Review and approval of Annual Written Reports submitted by the FPRP-funded programs; and
- Review and approval of Annual Financial Reports submitted by the FPRP-funded programs.

Additionally, the committee monitored activities related to the Faculty Development Center and received updates from the Center's leadership.

Roland Goertz, M.D., Chair, Family Practice Residency Advisory Committee, will provide a brief update of activities and be available to answer questions.

FAMILY PRACTICE RESIDENCY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The committee and FPRP were established in 1977 by the Texas Legislature. The intent of the program is to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas.

Report Period: July 2017 – June 2018

Chair: Roland Goertz, M.D.

Vice Chair: Michael Ragain, M.D., M.S.Ed.

Per statute, the 12-member committee includes representatives from the Texas Academy of Family Physicians, Association of Directors of Family Practice Programs, Texas Medical Association, Texas Osteopathic Medical Association, Texas Hospital Association, and members of the public appointed by the governor. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

June 9, 2017 (Summary Notes attached)

April 11, 2018 (Summary Notes have not been approved by the committee)

Annual Costs Expended:

Travel: \$2,000 (estimated committee travel costs for one meeting)

Time Commitments:

Committee members: approximately 10 working days on one meeting;

Coordinating Board staff approximately 16 days to prepare materials and reports; coordinate meeting arrangements; and attend meeting.

Summary of Tasks Completed:

- The committee made funding recommendations for Fiscal Year 2019 for the FPRP to the Coordinating Board.
- The committee monitored Fiscal Year 2017 program results and financial reports. The committee monitored activities by the Faculty Development Center funded under FPRP.

Current Recommendations to the Board:

Funding allocation recommendation for FPRP and related support programs for Fiscal Year 2019 (June 2018 CAWS meeting).

At the June July CAWS and Board meetings, the Advisory Committee makes its recommendation relating to the distribution of the funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2019 and reports on trusted funds distributed in Fiscal Year 2018. (See Agenda Item V-B)

**Family Practice Residency Program Advisory Committee
Advisory Committee Members
Fiscal Year 2018**

NOTE: Term of Service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted

Roland Goertz, M.D., Chair (19)
CEO, Waco Family Health Center,
McLennan County
Texas Academy of Family Physicians

**R. Michael Ragain, M.D., M.S.Ed.,
Vice Chair (19)**
Senior Vice President and Chief Medical
Officer
UMC Health System
Texas Hospital Association

Committee Members

Ruth S. Chambers (18)
Governor Appointee – Member of the
Public

Damon A. Schranz, D.O. (19)
Associate Professor, Vice Chair of
Education
Department of Family Medicine
University of North Texas Health Science
Center
Texas Osteopathic Medical Association

Jim Donovan, M.D. (19)
Vice Dean College of Medicine, Round
Rock Campus
Texas A&M College of Medicine
Texas Hospital Association

Dana Sprute, M.D. (19)
Family Medicine Program Director
University of Texas Austin Dell Medical
School
Texas Academy of Family Physicians

Lewis E. Foxhall, M.D. (18)
Cancer Center Support Grant Programs
UT M.D. Anderson Cancer Center
Texas Medical Association

Linda Vega (16)*
Governor Appointee - Member of the
Public

Brett Johnson, M.D. (20)
Program Director
Methodist Health System/Methodist
Charlton Medical Center
Texas Academy of Family Physicians

Eric Warwick, M.D. (19)
Family Medicine Program Director
Baylor College of Medicine
Texas Organization of Family Practice
Directors

Fred Onger, M.D. (19)
Family Medicine Program Director
Texas Tech Health Science Center
Texas Organization of Family Practice
Program

Bennie R. Wylie, Jr. (18)
Governor Appointee – Member of the
Public

Alternate Member

Richard Young, MD (19)

Associate Program Director, Director of
Research

John Peter Smith Health Network

Texas Organization of Family Practice

Program Directors

*Reappointment has been requested

Texas Higher Education Coordinating Board
Academic Quality and Workforce

Family Practice Residency Program Advisory Committee

June 9, 2017

Summary Notes - Approved

Members present: Roland Goertz, Chair, Michael Ragain, Vice Chair (via phone), Jim Donovan, Lewis Foxhall (via phone), Clare Hawkins, Fred Onger, Damon Schranz, Dana Sprute, Eric Warwick, Richard Young

Members absent: Ruth Chambers, Linda Vega, Bennie Wylie

Guests present: Tom Banning (TAFP), Kathy McCarthy (TAFP), Jonathan Nelson (TAFP), Pat Francis (UT System), Cynthia Passmore (FDC), Rissa McGuire (CPCPC)

Staff present: Reinold Cornelius, Assistant Director; Ernest Jacquez, Program Specialist; Stacy Johnson; Jodie Lopez, Administrative Technician; Suzanne Pickens, Senior Program Director; Stacey Silverman, Deputy Assistant Commissioner; John Wyatt, Director External Relations

1. Welcome and Introduction

Dr. Goertz, Chair of the Family Practice Residency Program (FPRP) Advisory Committee, convened the meeting at 10:04 am. He asked members and staff to introduce themselves.

2. Consideration of Summary Notes for April 5, 2017 Meeting

The Committee unanimously accepted the summary notes from the April 15, 2016 meeting as written. The motion was made by Dr. Ragain and seconded by Dr. Foxhall.

→ Action item: The Committee approved the Summary Notes for the April 5, 2017 meeting without change.

3. Report on FPRP Legislative Appropriation

Agenda item 5, Update on 85th Legislative Session, was taken out of order and combined with the agenda item 3, Update on FPRP Legislative Appropriation.

Mr. Banning summarized how funding for the FPRP developed in the recently concluded legislative session. The Conference Committee ultimately reduced the FPRP budget by 40 percent, with an appropriation of \$10 million for the 2018 - 2019 biennium.

Committee members asked if the funding reduction indicated a legislative shift away from supporting primary care. Mr. Banning observed that legislators likely think that FPRP can continue to succeed with a reduced budget, and that it is important to document the effect of the funding cuts on program operations. He expects funding choices to be even more challenging during the next legislative session. To address funding of graduate medical education in general, the legislature called for the convening of an interim working group to study formula funding and special item funding.

John Wyatt summarized the session with respect to higher education issues. The Coordinating Board tracked 500 bills. The session ended May 29, but the Governor may implement line-item vetoes until June 18. The Governor has called a special session, foremost for the consideration of sunset bills, including for the Texas Medical Board.

The budget given to the Governor includes cuts to multiple medical education programs and loan repayment programs, including elimination of funding for the Primary Care Innovation grant program. The Graduate Medical Education Expansion grant program received increased biennial funding from \$53 million to \$97.1 million.

Suzanne Pickens explained that the additional funding will almost fully support continuing funding of previously funded positions, but the appropriation, even with the increase, would not allow the creation of new positions. Staff estimated total funding for continuation of previously created positions was about \$115 million, but this amount could be affected by changes in the status of programs before awards are final.

Committee members discussed health related funding by the legislature. Recommendations from the interim working group can be expected at the end of Fiscal Year (FY) 2018. Dr. Goertz cautioned that formula funding is based on multiple data points and their interaction has significant ramifications. There is no allowance for special items in the formula. Mr. Wyatt noted that the legislators couldn't resolve the question during the session; that's why the committee was formed.

Asked whether the legislators understand that residency programs are separate from medical school, Mr. Wyatt responded that awareness had grown over the last two sessions. This was expressed in this session's House Concurrent Resolution (HCR) 102, giving priority to residency programs over new medical schools, and Senate Bill (SB) 1066, requiring institutions proposing a new medical school to have a plan in place for additional residency programs. Asked, Suzanne Pickens informed the Committee that state funding for residency programs can potentially go directly to the hospital, if the relationship between the institution and the hospital allows this.

4. Consideration of the Fiscal Year 2018 Funding Recommendation

Ms. Pickens explained that the funding allocation for the previous fiscal year was based on 761 certified residents funded at \$10,728 each, for a total of \$8,163,842. Also funded were the Faculty Development Center at \$150,000, 45 residents in the rural rotation program, and 3 residents in the public health rotation.

Approximately \$10,000 in unexpended funds from the previous grant cycle were returned to the Coordinating Board late in the fiscal year. The funds could not be used to fund additional rural or public health rotations, because support for these rotations is limited in the Coordinating Board's bill pattern, and the maximum allowed amount had already been awarded.

Dr. Ragain suggested and, after discussion, Dr. Foxhall moved, to amend the contract with the Faculty Development Center to increase its award by awarding the returned funds. The Committee voted unanimously in favor.

- Action item: The Committee approved a contract amendment in FY 2017 to increase funding to the Faculty Development Center by approximately \$10,000.

Ms. Pickens presented three funding scenarios for the FPRP FY 2018 allocation. All scenarios are based on the FY 2017 number of 761 residents. Scenario I would provide \$6,283 per resident and would reduce funding for the Faculty Development Center by one-third, to \$100,000. Scenario II would reduce funding to the Faculty Development Center to \$50,000 and provide \$6,349 per resident. Scenario III would eliminate funding to the Faculty Development Center and provide \$6,415 per resident.

The Committee discussed the expenditures of the Faculty Development Center and the benefits that accrue from the Center's activities. Cynthia Passmore, Center Director, noted that FPRP funding provides 45 percent of staff salary, and 75 percent of the Center's efforts relate to family medicine residencies. Remaining efforts are on internal medicine and other specialties, conferences, and the development of a master's degree. Members were concerned that eliminating funding would reduce the Center's emphasis on family medicine.

Dr. Ragain moved to accept funding scenario I. The Committee accepted unanimously.

- Action item: The Committee approved a recommendation to the Coordinating Board to fund 761 residents under the FPRP per fiscal year, at a rate of \$6,349, to fund the rural rotation program with \$112,500, the public health rotation program with \$6,000 and the Faculty Development Center with \$100,000 per fiscal year.

5. Update on Certain Innovations in Medical Student and Resident Training

Dr. Onger reported on an innovative accelerated track for medical school at Texas Tech University Health Sciences Center. The approach incorporates summer and winter breaks into the schedule and eliminates the traditional fourth year. The program generally accepts 16 students per class, and has 66 graduates, to date. The application process seeks high aptitude, top performing students and uses demographics as predictor. A rural track is part of the program.

The Committee discussed next steps. A time reduction for students' undergraduate education has not yet been explored, even though it was felt that students spend too much time on their undergraduate education.

Ms. Pickens mentioned a pilot program undertaken by the University of North Texas Health Science Center and funded by the Coordinating Board's Primary Care Innovation grant program. The program intends to create a pipeline of students from community college to medical school. The necessarily stringent quality requirements for community college students interested in the program have limited the number of qualified applicants. Program implementation is also a challenge.

6. Update on Physician Education Loan Repayment Program

Stacy Johnson, Program Manager in the Coordinating Board's Division for Student Financial Aid Programs, presented an overview of the Physician Education Loan Repayment Program, which was authorized in 1985 and provides repayment funds for up to \$160,000 over a period of four years to qualifying physicians. Although funding for the program reached a high of \$33.8 million for the 2014 -2015 and the 2016-2017 biennia, funding was reduced to \$25.35 million for 2018-2019.

Priority is given to primary care physicians who agree to practice in a Health Professional Shortage Area (HPSA) for at least four years. In addition, up to ten physicians per year may qualify by serving patients in a state correctional facility. There are also alternative pathways to participation involving service provided under Medicaid or Texas Healthy Women. Ms. Johnson presented detailed eligibility requirements for grantees. If a participant fails to fulfill the 4 year commitment, he/she must withdraw from the program and will not be eligible to reapply. However, funds do not have to be repaid.

Ms. Johnson then reviewed applicant ranking criteria for quarterly applications. Although the number of awards increased from 153 in 2012 to 269 in 2016, the program continues to receive more applications than can be funded. Of the current 431 participants, Family Medicine represents the largest category at 41 percent followed by Pediatrics at 18 percent, Psychiatry at 12 percent, Internal Medicine at seven percent, and Emergency Medicine at five percent. All other specialties and subspecialties account for less than two percent each. Forty-six percent of all participants serve in rural counties.

In response to a question raised by Dr. Sprute, Ms. Johnson noted that Federally Qualified Health Centers would usually qualify as a HPSA. The Committee discussed an issue raised by Drs. Schranz and Young: the fact that, in previous years, Family Medicine faculty had customized eligibility requirements for participation in the program. Ms. Johnson commented that the program currently has faculty participants, but they must satisfy the eligibility requirements relating to patient service.

The Physician Education Loan Repayment Program website is www.thecb.state.tx.us/LRP.

7. Consideration and Discussion of Future Agenda Items and Meeting Dates

Dr. Goertz reminded the Committee that for the coming academic year, there being no new appropriation to be considered, the Committee would meet only once. A tentative meeting date was set for April 11, 2018.

8. Adjournment

Dr. Goertz adjourned the meeting at 11:50 am.

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusteeed to the Coordinating Board to support family practice residency programs for Fiscal Year 2019 and the report on trusteeed funds distributed in Fiscal Year 2018

RECOMMENDATION: Approval

Background Information:

The Family Practice Residency Program (FPRP) was established in 1977. Since 1979, the Texas Legislature has appropriated funding to the program to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. The Coordinating Board provides trusteeed funds to nationally accredited family medicine residency programs based on the number of certified family medicine residents in training. Funding recommendations are made to the Board by the statutory 12-member Family Practice Residency Advisory Committee. To date, the FPRP has provided funding support for nearly 10,000 family practice residents.

The FPRP received an appropriation of \$10 million from General Revenue for the 2018 - 2019 biennium. Funding of \$5,039,625 was awarded in Fiscal Year (FY) 2018. The award amount also included funds returned to the Coordinating Board for funds unexpended in previous years. Funding of \$5 million is available for awards in FY 2019. The advisory Committee met on April 11, 2018, and formulated its recommendation for funding allocations in FY 2019. Based on the recommendation, staff estimates that the funding would be awarded as follows:

Total Available Funds/Appropriation:	\$ 5,000,000
<i>Estimated</i> number of certified residents:	768
<i>Estimated</i> per-resident funding:	\$ 6,226
<i>Estimated</i> Operational Grant Total:	\$4,781,500
45 Rural Rotations at \$2,500:	\$ 112,500
3 Public Health Rotations at \$2,000:	\$ 6,000
Faculty Development Center:	\$100,000
Total Allocation of Funds	\$ 5,000,000

Roland Goertz, M.D., Chair, Family Medicine Residency Advisory Committee, will present the advisory committee's funding recommendation for the program. Dr. Goertz and Dr. Rex Peebles, Assistant Commissioner for Academic Quality, will be available to answer questions.

Report on Trusteed Funds Distributed in FY 2018:

Funding appropriated to the FPRP for FY 2018 and FY 2019 was 44 percent lower than for the previous biennium. Table 1 presents recent FPRP appropriation history.

Table 1. Family Practice Residency Program Biennial Funding History by Fiscal Year

2010 – 2011	\$ 21,214,310
2012 - 2013	\$ 5,600,000
2014 - 2015	\$ 12,780,000
2016 - 2017	\$ 16,780,000
2018 – 2019	\$ 10,000,000

The FPRP provided grants to Texas' 29 nationally accredited family practice residency programs located in every region of the state. The program also provided support for rural and public health rotations and for the Faculty Development Center. Allocation of funding was based on recommendations made by the Family Practice Residency Advisory Committee and approved by the Board.

(a) Family Practice Residency Operational Programs

Funding levels per resident are based on the number of certified family practice residents in training on September 1st of each year. Table 2 lists the per-resident funding amount and total number of funded residents per year for 2011 through 2018.

Table 2. Family Practice Residency Program Per-Resident Funding by Fiscal Year

	Per-resident Funding	FPRP Residents Funded
2011	\$14,396	693
2012	\$3,895	706
2013	\$3,841	716
2014	\$8,504	730
2015	\$8,703	727
2016	\$10,897	746
2017	\$10,728	761
2018	\$6,237	773

(b) Rural and Public Health Rotations

The Texas Legislature established the Rural Rotation program in 1989 and added Public Health in 1997. It is statutorily mandated that all accredited Texas family practice residency programs provide their residents with an opportunity to participate in a one-month rotation in a rural or public health setting. Rural and public health rotations are supported by FPRP funds, as required by a rider in the General Appropriations Act.

For FY 2018, funding of \$112,500 provided support for month-long experiences in a rural rotation for 45 family practice residents. Participating family practice residents received a stipend of \$1,000 upon completion of a rural rotation. In addition, residency programs received funding of \$1,500 for each resident who completed a rural rotation. Funding of \$6,000 supported three family practice residents to complete a month-long public health rotation. Upon completion, the residents receive a stipend of \$500 and the program receives \$1,500. Rural and public health supervisors serve as volunteers and are not compensated for their services.

(c) Faculty Development Center

The Family Medicine Faculty Development Center (Center) was established in 1978 with federal and state funding to provide statewide training for current and future family practice residency and medical school faculty. A full range of opportunities are offered for Texas family medicine residents and faculty to enhance their skills in research, teaching, management, and administration of academic family medicine.

The Center received an average of \$350,000 per year in funding support under the FPRP for fiscal years 2003 through 2011. However, in FY 2012, state appropriations to FPRP received a 75 percent reduction, and prompted the closure of the Center in August 2011. The University of North Texas Health Science Center established a smaller scale Center on its campus in April 2012 and began training faculty the following summer. An increase in FPRP appropriation for fiscal years 2016 – 2017 allowed funding support of \$150,000 each year. This funding made it possible for the Center to expand its certificate program for residents and increase its faculty development and leadership offerings for family medicine residents and faculty. The FPRP state appropriation was reduced by 44 percent for the 2018 – 2019 biennium; for FY 2018, the Center was allocated \$100,000 to support its training activities.

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Discussion of the review and approval of off-campus teaching sites

RECOMMENDATION: No action required

Background Information:

The general purpose of off-campus teaching sites is to meet the education needs of the people of Texas with a level of service that is both appropriate to the area served and cost effective. Off campus locations comprise any location operated by an institution of higher education geographically separated from the main campus. Off campus locations have a variety of designations, including branch campus, Multi-Institution Teaching Center (MITCI), and teaching site. Designations are reviewed and approved by the Coordinating Board according to general principles established in rule. The Supply/Demand Pathway has been developed as a particular way to address the higher education needs of a particular area without geographic access to an institution of higher education. A brief overview of the agency's rules and policies for the review and approval of off-site location designations will be provided.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-D

Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee

RECOMMENDATION: No action required

Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM Advisory Committee's tasks are to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses.

The ACGM Advisory Committee met twice during Fiscal Year 2018. At the fall meeting, the committee approved changes in course descriptions and the addition of learning outcomes for courses in the disciplines of English, History, and Government that are part of the Field of Study Curriculum for Mexican American Studies. These changes were recommended by faculty workgroups as part of the ACGM Learning Outcomes Project.

At the spring meeting, the ACGM Advisory Committee made a comprehensive review of course enrollments in order to identify under-utilized courses. The committee used the thresholds in Coordinating Board rules for course inclusion and deletion from the manual to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. The ACGM Advisory Committee reviewed enrollments for 560 courses and recommended 14 courses to be scheduled for deletion, with a two-year review period for appeals.

Dr. Janice Epstein, Instructional Associate Professor of Mathematics at Texas A&M University, and Dr. Norma Perez, Interim Vice Chancellor of Instructional Services and Chief Academic Officer at Houston Community College, serve as co-chairs for the ACGM Advisory Committee. Dr. Epstein and Dr. Perez will provide a brief explanation of the latest activities and be available to answer questions.

LOWER DIVISION ACADEMIC COURSE GUIDE MANUAL (ACGM) ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The ACGM Advisory Committee provides the Board with advice and recommendations regarding the addition, deletion, and modification of courses in the manual.

Report Period: June 2017 – May 2018

Co-Chair, Four-Year Institution: Dr. Janice Epstein, Ph.D.

Co-Chair, Two-Year Institution: Dr. Norma Perez, Ph.D.

Committee Members:

Per rules, the 18-member committee includes 9 representatives from public community, technical, and state colleges and 9 representatives from public universities. The committee has an ex-officio representative from the Texas Common Course Numbering System. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

December 5, 2017 (Minutes attached)

April 30, 2018 (Minutes have not been approved by the committee)

Annual Costs Expended

Travel: \$9,235 (estimated committee member travel for 2 meetings)

Other: \$N/A

Time Commitments:

Committee members: 108 working days (approximately 2-3 days for each meeting during the fiscal year for traveling and attending meetings, as well as reviewing of material prior to meetings).

Coordinating Board staff: 75 working days during the fiscal year to prepare materials, coordinate and attend meetings.

Summary of Tasks Completed:

- The ACGM Advisory Committee reviewed and recommended the revision of course descriptions and addition of student learning outcomes for courses in the disciplines of English, Government, and History which are part of the Mexican American Field of Study.
- At its spring meeting, the committee reviewed enrollment reports prepared by staff for 560 courses to identify underutilized or obsolete courses. Fourteen courses were scheduled for deletion with a two-year teach-out, comment, and appeal period.

Current Recommendations to the Board

At the June/July CAWS and Board meetings the Advisory Committee makes the following recommendations (see Agenda Item V-E):

- Approve the changes to the ACGM for the revision of course descriptions and addition of learning outcomes for courses in the disciplines of English, Government, and History which are part of the Mexican American Field of Study.
- Approve the removal of fifteen courses from the ACGM which have been under review for two years and scheduled for deletion by the ACGM Advisory Committee at their November 13, 2015 and May 2, 2016 meetings. Courses removed from the ACGM are no longer eligible for state funding.

**Academic Course Guide Manual (ACGM)
Advisory Committee Members
Fiscal Year 2018**

NOTE: Term of service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted.

Co-Chairs

Janice Epstein, Ph.D. (18)
Instructional Associate Professor
Department of Mathematics
Texas A&M University

Norma Perez, Ph.D. (19)
Interim Vice Chancellor of Instructional
Services and Chief Academic Officer
Houston Community College

Members: Community Colleges

Tamara Clunis, Ph.D. (18)
Interim Vice President of
Academic Affairs
Amarillo College

Brent Colwell (20)
Director of the Division of
Fine Arts
Temple College

Nancy Curé, Ph.D. (18)
Associate Vice Chancellor
Academic Affairs
Tarrant County College District

Michelle L. Davis (18)
Department Chair, General &
Developmental Education
Lamar State College-Port Arthur

Catherine Howard, Ed.D (19)
Dean of STEM Division
Texarkana College

Rahime-Malik Howard (20)
Professor and Program
Coordinator of Sociology
El Centro College, Dallas County
Community College District

Amber Kelly (19)
Dean of General Studies
Howard College

Clay White (18)
Instructor-Biology
Lone Star College Cy-Fair

Members: Public Universities

Paul Bernazzani, Ph.D (20)
Interim Associate Dean and
Professor in the College of Arts
and Sciences
Lamar University

Ricky Dobbs, Ph.D. (19)
Associate Provost for Academic
Foundations
Texas A&M University-
Commerce

**Genevieve Durham DeCesaro
(18)**
Associate Vice Provost for
Academic Affairs
Texas Tech University

Elizabeth Erhart, Ph.D (20)
Chair of the Department of
Anthropology
Texas State University

Juan Garcia (19)
Associate Vice President of
Student Success/University
Registrar
Texas A&M International
University

Mark Hartlaub, Ph.D (20)
Interim Dean
College of Liberal Arts
Texas A&M University-Corpus
Christi

Ashley Purgason, Ph.D (20)
Associate Vice Provost for
Student Success
The University of Texas at
Arlington

Tammy Wyatt, Ph.D. (19)
Associate Dean
University College
The University of Texas
at San Antonio

Ex-Officio Member:

John Spencer
Database Coordinator
Texas Common Course Numbering System

Coordinating Board Staff

Rebecca Leslie
Program Director,
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
512.427.6231
rebecca.leslie@theccb.state.tx.us

James Goeman, Ph.D.
Assistant Director, Graduate Education
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
512.427.6249
james.goeman@theccb.state.tx.us

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Academic Course Guide Manual Advisory Committee

December 5, 2017

Summary Notes

Members present: Janice Epstein (Co-Chair), Paul Bernazzani, Brent Colwell, Nancy Curé, Michelle Davis, Genevieve Durham DeCesaro, Ricky Dobbs, Elizabeth Erhart, Juan Garcia, Mark Hartlaub, Rahime-Malik Howard, Amber Kelly, Norma Perez, Ashley Purgason, Clay White, and John Spencer, ex-officio.

Members absent: Tamara Clunis, Catherine Howard, and Tammy Wyatt

Coordinating Board staff: Rebecca Leslie, Program Director; James Goeman, Assistant Director; Stacey Silverman, Deputy Assistant Commissioner; Reinold Cornelius, Assistant Director; Allen Michie, Program Director; John Wyatt, Director External Relations

1. Call to order, welcome, and introductions

The meeting was called to order at 10:03 a.m., followed by recognition of new members who were asked to introduce themselves by Co-Chair Janice Epstein. New members were Paul Bernazzani (Lamar University), Brent Colwell (Temple College), Elizabeth Erhart (Texas State University), Mark Hartlaub (Texas A& M University-Corpus Christi), Rahime-Malik Howard (Dallas County Community College District), and Ashley Purgason (University of Texas at Arlington).

2. Election of Committee Co-Chair from a two-year institution.

Brent Colwell and Norma Perez put themselves forward as candidates. Members elected Norma Perez as Co-Chair representing two-year institutions.

3. Consideration of Minutes from the May 3, 2017 Meeting

Genevieve Durham DeCesaro made a motion to accept the minutes from the May 3, 2017 meeting, seconded by Michelle Davis. The committee voted unanimously to approve the minutes.

4. Discussion of the Learning Outcomes Project

Rebecca Leslie gave a brief description of the project and its processes. She reported the status of courses in the ACGM which have been revised and those remaining. The majority of courses have been revised with learning outcomes added. The disciplines that have not been review in the project are engineering technology, nursing, and social work. Engineering technology and nursing have demonstrated low enrollments. The nursing courses are taught as workforce education courses and not reported as academic. Languages other than Spanish and non-science major sciences also represent a large group of courses not yet part of the project.

5. Discussion and Consideration of the Learning Outcomes Project revision of courses.

a) English 2351 Mexican American Literature

Amber Kelly made a motion to approve the recommendation of the Learning Outcomes faculty workgroup. With a second the motion was then discussed.

Amber Kelly offered an amendment to the motion to remove ENGL 1302 as a prerequisite. After some discussion the motion to amend the motion was passed. The original motion with the amendment was then voted approval.

b) GOVT 2311 Mexican American Politics

Genevieve Durham DeCesaro made a motion to approve the recommendation of the Learning Outcomes faculty workgroup. There was a second. Ms. Durham DeCesaro asked what the concern was with the title change to Mexican American and Latinx Politics. It was noted that the title change and terms used reflect trends at institutions. A vote on the motion was taken and the recommendations of the Learning Outcomes faculty workgroup were approved.

c) HIST 2327 Mexican American History I

d) HIST 2328 Mexican American History II

The two history courses were considered together and a motion was made and seconded to approve the recommendations for changes to the courses. Rebecca Leslie said that the history courses received the fewest comments and almost all were endorsements of the work done. The recommendations from the Learning Outcome faculty workgroup were approved.

6. Update on new ACGM courses included in approved Field of Study Curricula.

Co-Chair Epstein recognized Rebecca Leslie to provide information about courses created by some Field of Study (FOS) Curriculum Advisory Committees. There were two FOS committees that recommended courses to be added to the ACGM – Architecture and Engineering. The Architecture discipline courses in the ACGM were revised as part of the Learning Outcomes project and the need for sophomore design courses were discussed by that group. Several of the same faculty served on the FOS Advisory Committee. Two sophomore design studio courses were approved with the FOS.

Engineering FOS Advisory Committee recommended a chemistry course for engineers be added to the ACGM and included in some tracks of the FOS for engineering. The addition of General Chemistry for Engineering Majors was approved as part of FOS.

7. Discussion and consideration of the addition of CHEM 1109/1309/1409 as an alternative prerequisite for CHEM 1112/1312/1412

Co-Chair Epstein introduced Agenda Item 7. A motion was made to approve the addition of CHEM 1109/1309/1409 as an alternative prerequisite for CHEM 1112/1312/1412. After some discussion and comment from Paul Bernazzani about the suitability of the course as an equivalent for student transferring into a chemistry program, the motion passed.

8. Lunch

This agenda item was deferred.

9. Update from TCCNS Database Coordinator

John Spencer indicated TCCNS Database website was improved and that editing and upload of courses has been made easier for institutions. There are new members from among private institutions and Baylor University uploaded their courses for the first time. The TCCNS group is considering an indicator for developmental education since there are not statewide numbers for developmental education. Other areas of interest for improvement of the database are core curriculum and FOS. James Goeman cautioned about trying to

identify core curriculum among institutions since this changes each year. FOS are more static and are to be reviewed only every five years.

10. Update and discussion on Coordinating Board initiatives and activities

Rebecca Leslie spoke about the *Texas General Academic Institutions: Increasing Successful Community College Transfer Report*. The report looks at native and transfer students who are juniors at same time and follows the students through four years toward graduation. Transfer students do not graduate at the same rate as native students and take longer to complete their bachelor's degree.

Allen Michie was recognized to update the committee about the progress of FOS development initiative of the Coordinating Board. With a power point presentation reviewed the completed FOS curricula and plans to do additional disciplines. Genevieve Durham DeCesaro asked if these are reflected on transcripts. Rebecca Leslie indicated that sometimes FOS course are shown as an addendum and that implementation of FOS on transcripts maybe an operational challenge for institutions and student information software vendors need to be involved. Juan Garcia mentioned institutional technical user groups and vendors meet regularly and discuss changes that need to be made to student information systems to implement mandated policy. This was done in the case of core curriculum and the process took several years. Individual vendor groups will meet in the summer. Allen Michie said that institutions are required to report FOS information. John Spencer mentioned that reporting to the Coordinating Board will also have to be considered. Advising students also is a top priority for implementation of FOS. Nancy Curé said that Tarrant County College District is moving forward with the institutional adoption of FOS and does plan to offer the courses. Brent Colwell said that advisors at Temple College are aware of FOS and are designated for disciplines/programs.

John Wyatt from the Coordinating Board's External Relations Division provided an update to the committee on the Legislature's interim charges. Dual credit continues to be of great interest to legislators with concerns about equitable funding, rigor of instruction, and transferability of courses. There is an ongoing study by the Coordinating Board about dual credit. The Legislature is also interested in developing more innovative approaches to delivery of instruction. Senator West led a workgroup to develop legislation to improve transfer. No substantive changes were passed but the legislature did pass a bill to study transfer practices, SB 802. There are expected to be monitoring of some bill such as SB 2118 that provides for the expansion of some bachelor's degrees at community colleges and HB 2223 which calls for the implementation of a corequisite model for developmental education.

The Coordinating Board is developing recommendations for legislation. The Board will make policy recommendations to the legislature. These recommendations are likely to be discussed at the April Board meeting. Legislative committees will also be having public hearings this spring. John Wyatt encouraged input from institutions on both these occasions.

At the conclusion of John Wyatt's remarks the committee broke for lunch.

After lunch Co-chair Epstein called the meeting back to order and recognized Reinold Cornelius to present an update on Core Curriculum. The deadline for new course proposals for Core Curriculum from institutions is June 30. This will give staff adequate time to

review the submissions and for institutions to appeal decisions should a course not be approved. The most significant change to core is the review and removal of some courses deemed "skill's courses" The term "skills courses" comes from SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) describing a type of course not considered to be appropriate for general education. Introductory language courses are to remain in Core Curriculum until the Undergraduate Education Advisory Committee (UEAC) studies and considers more information and options. A handout of the list of courses removed by institutions was provided to the ACGM Advisory Committee. Genevieve Durham DeCesaro observed that courses removed are practice-based courses and expressed concern about the perception of valuation of courses that emphasize knowing and doing.

Dr. Cornelius concluded his remarks by repeating the statement from the Assistant Commissioner that Core Curriculum cannot resolve all problems for institutions. Core Curriculum in Texas is larger than is found in most states with 42 hours. Twelve of those hours are required by legislation to be history and government. UEAC will be looking at changes in CAO (Component Area Option) to provide more flexibility and discretion to institutions to solve their various problems in implementing core curriculum.

11. Consideration of Future Work and Meeting Dates

The next meeting date is April 30. A poll will be sent to committee members to determine if an afternoon meeting would be possible. Staff will be exploring with other advisory committee coordinators the development of standardized protocols for committee operations. Any developed protocols would be brought to the committee for input.

12. Adjournment

With no other business before the committee the meeting was adjourned at 1:08 pm.

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM

RECOMMENDATION: Approval

Background Information:

The *Lower-Division Academic Course Guide Manual (ACGM)* is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM is developed with the input of the ACGM Advisory Committee which is charged to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses. The ACGM is available online as a portable document format (pdf) and as an interactive database (<http://www.theccb.state.tx.us/ACGM>).

The ACGM Advisory Committee met December 3, 2017. The committee approved changes in course descriptions and the addition of learning outcomes for selected courses in the disciplines of English (ENGL), History (HIST), and Government (GOVT) that are part of the Field of Study Curriculum for Mexican American Studies. These changes are recommended by faculty workgroups as part of the Learning Outcomes Project and approved by the ACGM Advisory Committee.

COURSES REVISED AS PART OF THE LEARNING OUTCOMES PROJECT

COURSE	TITLE	REVISIONS EFFECTIVE
ENGL 2351	Mexican American Literature	Fall 2018
GOVT 2311	Mexican American and Latinx Politics	Fall 2018
HIST 2326	Mexican American History I	Fall 2018
HIST 2327	Mexican American History II	Fall 2018

The ACGM Advisory Committee completes a comprehensive review of course enrollments in order to identify under-utilized courses. The committee uses the thresholds in Coordinating Board rules for course inclusion and deletion from the ACGM to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. For a course to be

included in the ACGM, five universities must accept and apply the course to a bachelor's degree program. A lower-division course offered at three or fewer community colleges is required to be reviewed for deletion from the ACGM. The advisory committee also schedules courses for deletion if the discipline-specific faculty workgroups of the Learning Outcomes Project recommend courses for a review period and possible deletion. Courses scheduled for deletion are noted in the ACGM and have had a two-year period for teach-out and comment. That two-year period has concluded, and the following 15 courses are recommended to be removed from the ACGM. The courses will continue to be eligible for funding through the 2017-2018 academic year, with eligibility ending August 31, 2018. Institutions may appeal the deletion during and after the two-year teach-out and comment period. Successful appeals must substantiate the need and viability of the underutilized courses.

**COURSES RECOMMENDED TO BE DELETED FROM THE ACGM
BY THE ACGM ADVISORY COMMITTEE**

COURSE	TITLE	ACGM ADVISORY COMMITTEE ACTION	Funding Ends
ARCH 1403	Architectural Design I (4 SCH)	November 13, 2015	August 31, 2018
ARCH 1404	Architectural Design II (4 SCH)	November 13, 2015	August 31, 2018
ARCH 1407	Architectural Graphics II (4 SCH)	November 13, 2015	August 31, 2018
ARCH 2201	Architecture Freehand Drawing I (2 SCH)	November 13, 2015	August 31, 2018
BCIS 1301	Microcomputer Applications	November 13, 2015	August 31, 2018
COSC 1309	Logic Design	November 13, 2015	August 31, 2018
COSC 1330	Computer Programming	November 13, 2015	August 31, 2018
COSC 1430	Computer Programming	November 13, 2015	August 31, 2018
COSC 2315	Data Structures	November 13, 2015	August 31, 2018
COSC 2330	Advanced Structured Languages	November 13, 2015	August 31, 2018
HECO 1307	Personal Finance	May 2, 2016	August 31, 2018
MATH 1333	Contemporary Mathematics II	November 13, 2015	August 31, 2018
MATH 1425	Calculus for Business & Social Sciences	May 2, 2016	August 31, 2018
MATH 2342	Elementary Statistical Methods	November 13, 2015	August 31, 2018
MATH 2442	Elementary Statistical Methods	November 13, 2015	August 31, 2018

Dr. Janice Epstein, Instructional Associate Professor of Mathematics at Texas A&M University, and Dr. Norma Perez, Interim Vice Chancellor of Instructional Services and Chief Academic Officer at Houston Community College, serve as co-chairs for the ACGM Advisory Committee. Dr. Epstein and Dr. Perez are available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-F

Report to the Committee on activities of the Undergraduate Education Advisory Committee

RECOMMENDATION: No action required

Background Information:

The Undergraduate Education Advisory Committee (UEAC) was established in 2006 and is comprised of faculty and administrators from the state's public and private colleges, universities, and health-related institutions. The committee serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of the Texas higher education plan, *60x30TX*. The UEAC uses Coordinating Board data and the expertise of its membership to create policy recommendations for staff and the Board.

The UEAC held two meetings during the past year on September 15, 2017, and April 20, 2018. During the year, the UEAC also held three non-quorum workgroup meetings. On September 8, 2017 and February 2, 2018, it held a workgroup meeting for discussion of the Texas Core Curriculum (TCC), and on January 22, 2018, it held a workgroup meeting discussing Marketable Skills for degree programs. The UEAC continued discussion of the Texas Pathways Project with Dr. Cynthia Ferrell, Executive Director for the Texas Success Center of the Texas Association of Community Colleges.

The UEAC was instrumental in creating the TCC, implemented in fall 2014. At both the fall and spring meetings, UEAC reviewed the components of the TCC with an emphasis on the transferability of general education courses and the function of the TCC's Component Area Option (CAO). The UEAC drafted wording for a proposed rule change to the TCC regarding the CAO, the adaption of which would require the Coordinating Board to engage in negotiated rulemaking. The UEAC will continue to consider additional changes with regard to general education courses at its next fall meeting.

Based on previous years' discussions, the UEAC compiled a list of ideas that may serve as starting points for institutions to discuss, identify, document and communicate, and update Marketable Skills for degree programs.

Dr. Julie Penley, Associate Vice President for Instruction and Student Success at El Paso Community College, and Dr. Richard Miller, Professor and Chair, Department of Psychology and Sociology at Texas A&M University-Kingsville, serve as co-chairs of the UEAC. Dr. Penley will provide a brief summary of committee activities and be available to answer questions.

UNDERGRADUATE EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose:

The UEAC provides advice and recommendations to the Board regarding undergraduate education in Texas. The UEAC:

- designs and conducts studies as requested by the Coordinating Board or the Commissioner, and prepares recommendations for actions;
- makes recommendations to the Coordinating Board for future directions the Coordinating Board and institutions should take to enhance undergraduate education in Texas;
- develops and oversees processes for the review of existing undergraduate instructional programs; and
- responds to and make recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas.

Report Period: June 2017-June 2018

Co-Chair: Richard Miller, PhD, Texas A&M University-Kingsville

Co-Chair: Julie Penley, PhD, El Paso Community College

Committee Members: Membership of up to 24 members consists of undergraduate deans, faculty who teach in undergraduate programs, and other persons closely involved in the oversight of undergraduate education in Texas. Members come from public universities, public community colleges, private institutions, public health-related institutions, and one student member. Members serve three-year staggered terms.

Committee Meeting Dates: September 15, 2017 (Minutes attached) and April 20, 2018 (Minutes have not been approved by the committee)

Workgroup Meeting Dates: September 8, 2017, January 22, 2018, and February 2, 2018

Annual Costs Expended

Travel: \$11,300 for two Committee meetings and \$5,400 for three workgroup meetings.

Time Commitments:

Committee Members: 73 working days for two Committee meetings and 25 working days for three workgroup meetings.

Coordinating Board Staff: 31 working days.

Summary of Tasks Completed and Current Recommendations to the Board:

- UEAC established a list of recommendations for institutions with regards to Marketable Skills:
 - a) Identification of Marketable Skills
 - b) Documenting and Communicating Marketable Skills
 - c) Updating Marketable Skills
 - d) Creating Partnerships for Marketable Skills
- UEAC provided wording for negotiated rulemaking regarding the Component Area Option of the Texas Core Curriculum: the rule change would address special interests of institutions to fulfill foundational education needs of their students.
- UEAC decided not to make a recommendation for a rule change, with regard to the general education requirement of the Texas Core Curriculum and the inclusion of certain types of upper-division courses.

Undergraduate Education Advisory Committee Members Academic Year 2018

NOTE: Term of service ends on August 31 of the year indicated in parentheses after member's name, unless otherwise noted.

Co-Chairs

Richard Miller, Ph.D. (19)
Professor and Chair
Department of Psychology and
Sociology
Texas A&M University-Kingsville

Julie Penley, Ph.D. (19)
Associate Vice President for
Instruction and Student Success
El Paso Community College

Members: Public Community Colleges

Kerry Schindler, Ed.D. (18)
Senior Vice President for
Instruction
Ranger College

Homer Guevara, Jr., Ph.D.
(20)
Professor
Northwest Vista College

Norma Perez, Ph.D. (18)
Interim Vice Chancellor for
Instructional Services and CAO
Houston Community College

Elva LeBlanc, Ph.D. (20)
Executive Vice Chancellor and
Provost
Tarrant County College

Edward Byerly, Ph.D. (19)
Professor of History
Victoria College

Janna Chancey (19)
Dean, Enrollment Management
Tyler Junior College

Kristin Spizzirri (20)
Associate Vice President of
Academic Affairs
Trinity Valley Community
College

Stephanie Legree-Roberts
(18)
Dean, Institutional
Accountability and Curriculum
Support
Central Texas College

Monica Villarreal, Ph.D. (20)
General Academics and
Education Statewide Director
Texas State Technical College

Members: Public Universities

Daniel Brown, Ph.D. (20)
Dean, University College
Texas State University

Teri Longacre, Ph.D. (20)
Vice Provost and Dean
University of Houston

Elizabeth Garcia, Ph.D. (19)
Assistant Professor of Education
West Texas A&M University

William Harlow, Ph.D. (18)
Dean of Undergraduate Success
and Communication Faculty
The University of Texas-
Permian Basin

Nancy Martin, Ed.D. (18)
Associate Vice President for
Core Curriculum & Professor
The University of Texas at San
Antonio

Marilyn Kaplan, Ph.D. (19)
Clinical Professor and Associate
Dean for Undergraduate
Education
The University of Texas at
Dallas

Esther Rumsey, Ph.D. (18)
Professor
Sul Ross State University

Janet Tareilo, Ed.D. (19)
Associate Provost for Academic
Affairs
Stephen F. Austin State
University

John Quintanilla, Ph.D. (20)
Associate Dean for
Undergraduate Studies
University of North Texas

Members: Independent Colleges & Universities

Elizabeth Howard (20)
Director, Eunice and James L.
West Library
Texas Wesleyan University

Dawn Remmers, Ph.D. (19)
Executive Director of
Institutional Research and
Registrar
Austin College

Members: Public Health-Related Institutions

José Rojas, Ph.D. (20)
Associate Professor and Chair
University of Texas Medical
Branch

Non-Voting Student Member

Sonia Flores (18)
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TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Undergraduate Education Advisory Committee

September 15, 2017

Summary Notes

Members present: Edward Byerly, Janna Chancey, Elizabeth Garcia, Homer Guevara, Sheila Amin Gutierrez de Pineres, Elizabeth Howard (via phone), Nancy Martin, Richard Miller (Co-Chair), Julie Penley (Co-Chair), John Quintanilla, José Rojas, Ester Rumsey, Janet Tareilo, Monica Villarreal

Members absent: Daniel Brown, Sonia Flores, William Harlow, Elva LeBlanc, Stephanie Legree-Roberts, Teri Longacre, Kristin Spizzirri

Visitors: Larry Abraham (UT-Austin), Cynthia Ferrell (Texas Association of Community Colleges), Marilyn Kaplan (UT-Dallas), Kevin Lemoine (UT System), Rissa McGuire (Council of Public University Presidents and Chancellors), Jennifer Morgan (UT-Austin), Norma Perez (Houston Community College), Kerry Schindler (Ranger College)

Coordinating Board staff: Reinold Cornelius, Assistant Director, James Goeman, Assistant Director, Stacey Silverman, Deputy Assistant Commissioner, Melinda Valdez, Program Director

1. Call to Order, Welcome, and Orientation for the Work of the UEAC

The meeting was called to order at 10:03 a.m., followed by members and visitors introducing themselves. Melinda Valdez, Ed.D., Coordinating Board staff, gave an orientation about committee operations and proceedings.

2. Election of Committee Chairs

Members nominated Richard Miller and Julie Penley to be Co-Chairs of the UEAC and elected them with unanimous vote.

3. Consideration of Summary Notes From the April 21, 2017 Meeting

Dr. Rumsey made a motion to accept the summary notes from the 2017 April meeting, seconded by Janna Chancey, and the committee voted unanimously to accept.

4. Update on the Pathways Project, Texas Association of Community Colleges

Guest speaker Cynthia Ferrell, Ph.D., Executive Director, Texas Success Center, Texas Association of Community Colleges (TACC), presented an update on the progress of TACC's Texas Pathways Project (TPP). She first reported to UEAC about the TPP in September 2016. The TPP aligns with the goals of the Coordinating Board's Texas Core Curriculum (TCC), Fields of Studies (FOS), and the issue of transfer of students. It is a five-year, multi-million dollar project. There are currently 38 community colleges in Texas involved with the work of the TPP, with 8 additional colleges committed to do so.

Dr. Ferrell explained that the four-year old Texas Success Center promotes the TPP as a strategy to increase students' credentials that lead to meaningful careers, as well as to increase awareness among universities. She explained how student success data had significantly improved in the last 12 to 13 years. She cited how half of the community colleges in the state have worked with Achieving the Dream, another student success

program, and how the data from that program informed current education leaders about the evolution of Texas' student success policy and practices since 2000.

The Community College Research Center at Columbia University reported how community colleges can align programs for student success by focusing on students' educational experiences across the full education system, beginning with K-12 partners and ending with university and industry partners. The TPP has embraced this idea in their work, from when an 8th grader chooses an endorsement to when he/she enters a family-sustaining career. Dr. Ferrell discussed the meaning of 8th grade endorsements or meta-majors as a fields of study context that attract students' interest, allowing for meaningful exploration. The essential practices of the TPP include clarifying a student's path by helping students choose, enter, and stay on the path while ensuring learning is taking place.

The TPP is organized around four major activities: 1) opportunities to learn from national partners/experts in the field, which includes two annual statewide workshop institutes, 2) regional meetings, 3) annual training at the Board of Trustees Institute, and 4) knowledge development for management in Texas via research fellows.

Dr. Ferrell invited members to share how pathways projects are developed in their individual campus/district. Representatives from Tyler Junior College, Houston Community College, Victoria College, El Paso Community College, Sul Ross State University, and Stephen F. Austin State University reported about their initiatives and experiences.

Efforts focus on aligning the curriculum with input from K-12 partners and through pathways partnerships with four-year institutions. The work takes into account high school endorsements, meta-majors or areas of study tailored to the local industry and job market, and the colleges' own degree plans. The identification of meta-majors can lead to common first semester experiences. An initial career assessment can be built into student orientation. Complicating factors such as part-time/full-time attendance, English as a Second Language, or developmental education can be integrated into pathways maps. Including advisors and financial aid representatives in pathways discussions is important for the transferability of courses. Building pathways allows students to recognize the distinction between the Texas Core Curriculum and degree requirements.

5. Discussion and Consideration of Marketable Skills

Reinold Cornelius, Ph.D., Coordinating Board staff, introduced the topic of marketable skills with a draft of Coordinating Board implementation guidelines. The guidelines define marketable skills, give note to a student awareness gap in identifying marketable skills, and explain the three-part implementation requirement for marketable skills: (1) identify and document the skills offered by degree programs by 2020, (2) communicate skills to students, and (3) update documented skills regularly.

The guidelines emphasize that marketable skills are tracked with regards to progress made but are not going to be assessed. The guide also provides resources for defining marketable skills. The Coordinating Board will continue to facilitate the implementation of marketable skills via new rules, a statewide learning community, and a second marketable skills conference in 2018.

Members discussed the approach of experiential learning transcripts as a tangible record for students in addition to the traditional curriculum transcript. Items on the transcript include

experiential engagements on and off campus and may be presented chronologically. Students benefit from a verified record of the overall collegiate experience. Potential employers may find the experiential learning transcripts useful, especially if they are not familiar with academic content of course listings. Members also discussed a similar initiative to create an online database of competencies for each program/course. Other approaches for addressing the topic of marketable skills included adding a stronger emphasis on financial literacy and career center components in student orientation. An increased focus on informing parents during student orientation was discussed.

6. Discussion and Consideration of the Texas Core Curriculum

Dr. Cornelius invited members of the Texas Core Curriculum work group from September 8, 2017, to report. Dr. Ester Rumsey reported ideas concerning five questions that the work group had laid out in an eight page discussion document: (1) What is the purpose and function of the TCC? (2) What are the implications of the Texas Common Course Numbering System (TCCNS), as required by statute? (3) What are the implications for upper-division courses and the TCC Rules? (4) What are the implications of the Component Area Option (CAO)? and (5) What are the implications for "skills-based" courses?

The Committee discussed "skills development courses," courses that focus on further skills development of the individual. Dr. Rumsey reported that discussion in the work group revealed a characteristically narrow breadth for these courses. The act of teaching individual skills precludes the core curriculum's goal of laying the broader foundation necessary for students' contribution to society.

The Committee discussed the previously advanced argument that introductory language courses emphasize immersion in different cultures in addition to teaching vocabulary and grammar. Members recalled that ACGM learning outcomes include three out of six learning outcomes focusing on culture, traditions, and customs. [Staff note: for SPAN 1411, Beginning Spanish I, it is two out of six learning outcomes that have such focus.] Dr. Cornelius asked to consider the full definition of a Foundational Component Area (FCA) for the core curriculum, for which there are always two parts. For the Language, Philosophy, and Culture FCA, the first part addresses aspects of culture but the second part addresses aesthetic and intellectual creations. While introductory courses have a focus on culture, they lack the analysis of literary output such as short stories, poetry, literature, or film.

The question was asked whether the Language, Philosophy, and Culture FCA was misnamed, since not only introductory language courses are not allowed, but the discussion in 2012 suggested that philosophy courses were also not appropriate. Dr. Cornelius said he did not know this about philosophy and the discussion may have been about a different issue. [Staff note: the ACGM course PHIL 1301, Introduction to Philosophy, is included in the core curriculum at 37 community colleges and 18 four-year institutions.]

The importance of studying languages with respect to students' professions in an ever shrinking world was discussed. It was discussed if introductory language courses can provide an adequate foundation in that respect and whether it is part of the core curriculum's purpose or whether languages should be a program requirement.

The alignment of intermediate language courses with the core curriculum was discussed. Dr. Cornelius said that he has seen different emphases for these courses. Some institutions focus on culture immersion, while others incorporate weekly readings in the foreign

language or viewing of films, etc. A sole focus on cultural immersion, without immersion in aesthetic and intellectual creations, is not in alignment with the core curriculum.

The implementation of the removal of previously approved skills courses was discussed. The Coordinating Board will remove the skills courses from the Texas Core Curriculum starting with the fall 2018 semester, after a two year transition period.

The Committee discussed implications of pre-requisite courses for core curriculum courses. Upper-division cannot have pre-requisite in the lower division and lower-division courses cannot have pre-requisite courses outside the core curriculum.

The function of the Component Area Option (CAO) was discussed. Members expressed a desire to allow courses approved in the Foundational Component Areas (FCA) to be also approved in the Component Area Option, without specifically listing them. The Committee discussed allowing different courses than FCA courses in the CAO. These changes would require changing the rules in the Texas Administrative Code. Staff will work with the UEAC and its co-chairs on furthering concrete ideas on how to propose rule changes.

7. Update and Discussion on Coordinating Board Initiatives

The first university/health-related institutions liaisons' meeting was on July 10, 2017. The next community, state and technical colleges' liaisons meeting will be November 13-14, 2017. The most recent Low Producing Program (LPP) report was published in July 2017. The 2018 LPP list has an April 2018 anticipated publish date. The request and certification forms for new bachelor's and master's programs for university/health-related institutions were updated in August 2017. Legislatively required parameters require a special application form for public junior colleges wishing to offer baccalaureate degree programs.

The Coordinating Board is undertaking a major effort, with the help of advisory committees, to increase the number of Fields of Study Curricula (FOSC). A student who transfers from one institution of higher education to another must receive program credit for courses in the FOSC.

The new distance education program search tool allows a user to search by distance education type in order to obtain a full list of offerings. The search can be narrowed by institution type or by institution. The related Distance Education Portal allows institutions to enter, revise, and review distance education information.

8. Consideration of Future Work and Meeting Dates

Suggested meeting times fall on the third Friday in April and September: April 20, 2018 and September 21, 2018. Members' documentation of costs for attending the meeting were collected. Coordinating Board staff will make available Dr. Ferrell's TACC PowerPoint. Members are interested in work groups for Marketable Skills and for the Core Curriculum prior to the next meeting. The April 2018 meeting will include an LPP update, marketable skills discussion, and the Texas Core Curriculum. Another possible work group concerning best practices for the core curriculum assessment should be kept in mind.

9. Adjournment

The meeting was adjourned at 1:48 p.m.

Committee on Academic Workforce and Success

AGENDA ITEM V-G

Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees

RECOMMENDATION: No action required

Background Information:

Field of Study Advisory Committees

Texas Education Code, Section 61.823 directs the Coordinating Board to develop field of study curricula (FOSC) for various academic programs. A Coordinating Board approved FOSC is composed of the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the given discipline degree program into which the student transfers. The FOSC provide guaranteed pathways for students so that the lower-division courses taken at a community college apply to their major when they transfer to a university.

The Field of Study Advisory Committees for each discipline are governed by a separate set of rules. Committees of up to 24 members, divided equally between representatives of two-year and four-year institutions, meet to discuss the courses to include in each FOSC. After a 30-day comment period, the committees consider each public comment and make any necessary changes to the FOSC before bringing it to the Board for approval.

Coordinating Board staff have identified the top 25 disciplines, based on the number of declared majors and degrees awarded, that warrant revisions to existing FOSC or the development of new FOSC.

In 2016, the Board approved FOSC in Mexican American Studies. In 2017, the Board approved FOSC in Nursing, Mechanical Engineering, Electrical Engineering, Music, Architecture, Civil Engineering, and Chemical Engineering. The agenda for today's meeting includes approvals for FOSC in Psychology, Biology, Business Administration and Management, Criminal Justice, Social Work, and Political Science. Coordinating Board staff, working with Field of Study advisory committees plan to propose FOSC in Kinesiology and Exercise Science, History, English Language & Literature, Sociology, Economics, Radio & Television, and Mathematics this fall.

Program of Study Advisory Committees

Texas Education Code, Section 61.8235 directs the Coordinating Board to develop program of study curricula (POSC) for various technical programs. POSC are similar to FOSC except they are specific to workforce certificates and associate of applied science degrees.

POSC are developed with the assistance of advisory committees composed of faculty from secondary and postsecondary institutions of education and representatives from business and industry.

Currently, two Program of Study (POS) advisory committees have been formed – the Architecture and Construction POS Advisory Committee and the Health Science POS Advisory Committee. The Architecture and Construction POS Advisory Committee held one meeting during the past year on February 24, 2017. The advisory committee reviewed POSC developed by the Building Construction Technology and the Design and Documentation POS subcommittees. The advisory committee created two additional subcommittees to develop POSC in Heating, Ventilation, and Air Conditioning and Electricity, Pipefitting, and Plumbing.

The Health Science POS Advisory Committee held two meetings during the past year on February 21, 2017 and February 3, 2018. The advisory committee reviewed POSC developed by the Rehabilitative Services and the Emergency Medical Services POS subcommittees. The advisory committee created three new subcommittees to develop POS in Dental Hygiene, Radiologic Technology, and Respiratory Therapy.

At its January 2018 meeting, the Board approved a recommendation from the Architecture and Construction POS Advisory Committee for a POSC in Construction Management, and a recommendation for a POSC in General Drafting will be presented at today's meeting. Additional recommendations will be presented to the Board at a future date.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Sam Houston State University for a Doctor of Osteopathic Medicine (DO) degree with a major in Osteopathic Medicine

RECOMMENDATION: Denial

Rationale:

The proposed DO program would be offered face-to-face on a new campus to be built 30 miles from Huntsville, in Conroe, on 10 acres of donated land in a planned community. The institution proposes to enroll 162 osteopathic medical students beginning in fall 2020, with an estimated 150 students graduating in spring 2024. Enrollment capacity would reach 612 osteopathic medical students in year 4 and total enrollment for the first five years of the proposed program would be 2,160.

The proposed DO program would require students to enroll full-time in a four-year, 231 semester credit hour program. While the number of semester credit hours in the proposed program is comparable to the state's other 12 medical/osteopathic medical schools, the tuition and fee schedule is not.

The average tuition and fees charged to a Texas resident medical/osteopathic medical student is \$20,500 for a total four-year tuition and fees cost of \$82,000. Sam Houston State University (SHSU) proposes to charge its osteopathic medical students almost three times that amount. SHSU osteopathic medical students would pay tuition and fees of \$55,000 in year 1, with an increase to \$57,200 for all students in years 2 and 3, and increase again to \$59,488 in year 4 of the proposed program. The first cohort of students in the proposed program would pay \$228,888 for the four-year program, and students beginning in the fourth cohort would pay \$237,952

SHSU has stated that it does not intend to seek formula funding for the proposed program, nor does it plan to seek special item funding. However, it is not clear for how long or under what conditions that commitment would or could hold. The institution asserts that the students' tuition and fees would cover all of the costs of the proposed program by year 3 and at that point would have excess revenue that would be used to support other institutional activities. The institution did not provide further detail about how excess revenues would be used.

A review of recently established Texas medical schools indicates that actual first-year costs for the programs exceeded \$70 million. SHSU proposes first-year costs of \$15.5 million.

Pending receipt of national accreditation by the AOA Commission on Osteopathic College Accreditation (COCA), graduates of the proposed program would be eligible to seek entrance to accredited graduate medical education/residency programs. This is a particular concern, as the institution did not provide evidence that it would develop new residency positions in a number equal to its graduates. While the institution estimates that the proposed DO program would produce 150 graduates annually, documentation provided in the proposal and in responses to subsequent requests indicates that only 73 first-year residency positions would be established by year 4 of the program, which is 77 positions short of meeting the requirements of Senate Bill (SB) 1066, 85th Texas Legislature. SB 1066 requires institutions proposing new medical education programs to submit a plan to increase the number of first-year residency positions that, when combined with the total number of existing first-year position in this state, will be sufficient to reasonably accommodate the number of anticipated graduates that are offered in this state, including the new degree program proposed by the institution.

SHSU asserts that the proposed program seeks to distinguish itself from other medical and osteopathic medical education programs by developing graduates who would enter primary care medicine careers and practice in rural East Texas and other underserved Texas communities. However, it is questionable whether the degree program would significantly increase the number of physicians who would enter rural primary care medicine in the East Texas region, as graduates with high levels of debt may find it financially challenging to practice in a specialty and region where expected salaries are generally lower. Additionally, the institution will not provide student support through scholarships or grants. The institution states that its osteopathic medical students could be eligible for student loans. Nationally, graduates of DO programs complete their degrees with \$240,000 in debt, so it is likely that graduates of the proposed program would incur similar student financial liabilities.

SHSU hired four core faculty and one support staff and plans to hire 25 additional full-time core faculty to support the first two years of the proposed program. This is also a concern, as the institution has no existing faculty in place to support the proposed program and raises a concern as to whether the institution could hire high-quality faculty in time to meet the scheduled opening in fall 2020. The institution currently offers no closely related master’s or doctoral programs in the health professions areas. The institution asserts that the proposed program would interact with the institution’s clinical psychology, educational leadership, and instructional design and technology doctoral programs. Additionally, the DO pre-clinical students could engage in research efforts with faculty and students in the doctoral program in forensic science. Since these programs are offered on the Huntsville campus, regular opportunities for collaboration would be unlikely.

Sam Houston State University (*Accountability Peer Group: Doctoral University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master’s 5-Year Graduation Rate	69.9%	77.2%
	Doctoral 10-Year Graduation Rate	65.0%	60.4%
<i>Status of Recently</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No N/A

<i>Approved Doctoral Programs</i>	<p>Recently Approved Doctoral Programs: PhD in Forensic Science (2017) EdD in Higher Education Leadership (2018)</p> <p>The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A</p>
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Existing Programs:

Texas has 12 medical schools that offer programs leading to either the doctor of medicine (MD) or DO; 10 are located in public institutions of higher education and 2 are in private/independent higher education institutions. Of those, 10 award the MD degree, and 2 award the DO degree.

State Funded Programs:

- Baylor College of Medicine (Houston) (MD)
- Texas A&M University Health Science Center (College Station, Temple, Dallas) (MD)
- Texas Tech University Health Sciences Center (Lubbock) (MD)
- Texas Tech University Health Sciences Center at El Paso, Foster College of Medicine (MD)
- The University of Texas at Austin, Dell Medical School (MD)
- The University of Texas Health Science Center at San Antonio (MD)
- The University of Texas Health Science Center at Houston (MD)
- The University of Texas Medical Branch Galveston (MD)
- The University of Texas Rio Grande Valley (Harlingen) (MD)
- The University of Texas Southwestern Medical School (Dallas) (MD)
- University of North Texas, Texas College of Osteopathic Medicine (Fort Worth) (DO)

Non-State Funded Programs:

- University of Incarnate Word (San Antonio) (DO)

There are two existing programs within a 60-minute drive of the proposed program Baylor College of Medicine and The University of Texas Health Science Center at Houston, located in the Texas Medical Center, are less than 50 miles from the site of the proposed program.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	162	312	462	612	612
<i>Graduates</i>	0	0	0	150	150
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty FTE</i>	29	29	29	29	29
<i>Total Costs</i>	\$15,565,321	\$20,135,609	\$24,353,819	\$24,933,794	\$25,594,697
<i>Total Funding</i>	\$15,565,321	\$20,135,609	\$24,353,819	\$24,933,794	\$25,594,697
<i>% From Formula Funding</i>	0%	0%	0%	0%	0%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 32,124,575
Program Administration	\$ 23,838,837
Graduate Assistants	\$
Clerical/Staff	\$
Other (Student Support)	\$
Supplies and Materials	\$ 21,552,834
Library and IT Resources	\$
Equipment	\$
Facilities	\$ 18,643,093
Other (Administrative Overhead)	\$ 14,423,901
Total	\$ 110,583,240

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$
Reallocation of Existing Resources	\$
Tuition and Fees to support the program	\$ 100,292,310
Other-University Support	\$ 10,290,930
Total	\$ 110,583,240

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board’s criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers SAM HOUSTON STATE UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	10,879	58.9%	10,672	52.1%	10,751	51.3%
Hispanic	3,119	16.9%	4,437	21.7%	4,742	22.6%
African American	3,186	17.3%	3,843	18.8%	3,937	18.8%
Asian	246	1.3%	394	1.9%	416	2.0%
International	337	1.8%	320	1.6%	295	1.4%
Other & Unknown	694	3.8%	811	4.0%	797	3.8%
Total	18,461	100.0%	20,477	100.0%	20,938	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

Student Success								
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates				
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Cohort	Institution Rate	Peer Group Rate	
Cohort		2,005	2,514	2,667	Fall 2008 4-year	31.3%	21.1%	
Total		87.2%	87.0%	87.5%	Fall 2012 4-year	32.0%	22.3%	
Same		75.1%	76.3%	76.3%	Fall 2013 4-year	34.9%	24.9%	
Other		12.2%	10.7%	11.2%	Fall 2007 5-year	52.9%	38.6%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	52.1%	39.1%		
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	51.5%	39.3%	
Institution Persistence				Fall 2006 6-year	57.8%	43.4%		
Cohort		2,208	2,441	2,501	Fall 2010 6-year	58.7%	43.6%	
Total		79.9%	83.0%	81.3%	Fall 2011 6-year	58.3%	46.3%	
Same		62.5%	69.4%	67.0%	National Comparison (IPEDS Definition)			
Other		17.4%	13.6%	14.4%	Cohort	Institution Rate	OOS Peers Rate	
Peer Group Persistence				Fall 2007 4-year	27.0%	21.3%		
Cohort		1,463	1,821	1,593	Fall 2011 4-year	26.0%	28.6%	
Total		71.0%	73.2%	73.8%	Fall 2012 4-year	26.0%	28.4%	
Same		54.1%	48.3%	54.7%	Fall 2006 5-year	45.0%	40.7%	
Other		16.8%	31.8%	19.1%	Fall 2010 5-year	44.0%	48.4%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Fall 2011 5-year	46.0%	47.4%		
Year	Institution	Grads	Sem	SCH	Peer Group Average	Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64		
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50		
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00		

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
2016	0%	\$0	0%	\$0	0%	\$0

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$69,538,969	31.7%	\$92,639,341	32.3%	\$100,964,615	32.9%
Federal Funds	\$32,561,862	14.8%	\$36,051,253	12.6%	\$38,126,995	12.4%
Tuition & Fees	\$90,545,811	41.3%	\$128,251,092	44.8%	\$141,919,163	46.3%
Total Revenue	\$219,482,598	100.0%	\$286,465,452	100.0%	\$306,582,251	100.0%

Online Resume for Prospective Students, Parents and the Public SAM HOUSTON STATE UNIVERSITY

Location: Huntsville, Gulf Coast Region

Doctoral Accountability Peer Group: Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas A&M - Kingsville, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: East Tennessee State University, Georgia Southern University, Illinois State University, Middle Tennessee State University, University Of North Carolina At Greensboro

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2017	
	Number	Percent
White	10,751	51.3%
Hispanic	4,742	22.6%
African American	3,937	18.8%
Asian	416	2.0%
International	295	1.4%
Other & Unknown	797	3.8%
Total	20,938	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,882	10.2%
Other Institutions	393	2.1%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		
	Fall	Rate	
4-year Rate Total	2013	34.9%	
Same Institution		32.4%	
Other Institutions		2.4%	
5-year Rate Total	2012	51.5%	
Same Institution		46.8%	
Other Institutions		4.8%	
6-year Rate Total	2011	58.3%	
Same Institution		51.3%	
Other Institutions		7.0%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2016	
Total	87.5%
Same	76.3%
Other	11.2%

2-Year Persistence, Fall 2015	
Total	81.3%
Same	67.0%
Other	14.4%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
	Sem	SCH
All	10.40	138.00

Degrees Awarded	
Type	FY 2017
Bachelor's	3,747
Master's	895
Doctoral	56
Professional	0
Total	4,698

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	93.90%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,946	88.5%	38.8%
African American	2,864	58.8%	34.2%
Hispanic	4,770	71.8%	24.2%
Asian	287	83.6%	18.3%
International	429	73.9%	5.7%
Other	159	89.9%	30.1%
Total	12,455	74.7%	30.8%

Costs						
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2018	
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost	Average Amount
2013	\$8,120	.0%	\$6,951	.0%	Total Academic Cost	\$9,890
2014	\$8,594	5.5%	\$7,113	2.3%	On-campus Room & Board	\$9,180
2015	\$8,932	3.8%	\$7,340	3.1%	Books & Supplies	\$1,372
2016	\$9,336	4.3%	\$8,046	8.8%	Off-Campus Transportation & Personal Expenses	\$3,558
2017	\$9,514	1.9%	\$8,570	6.1%	Total Cost	\$24,000
2018	\$9,890	3.8%	\$7,332	-16.9%		

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

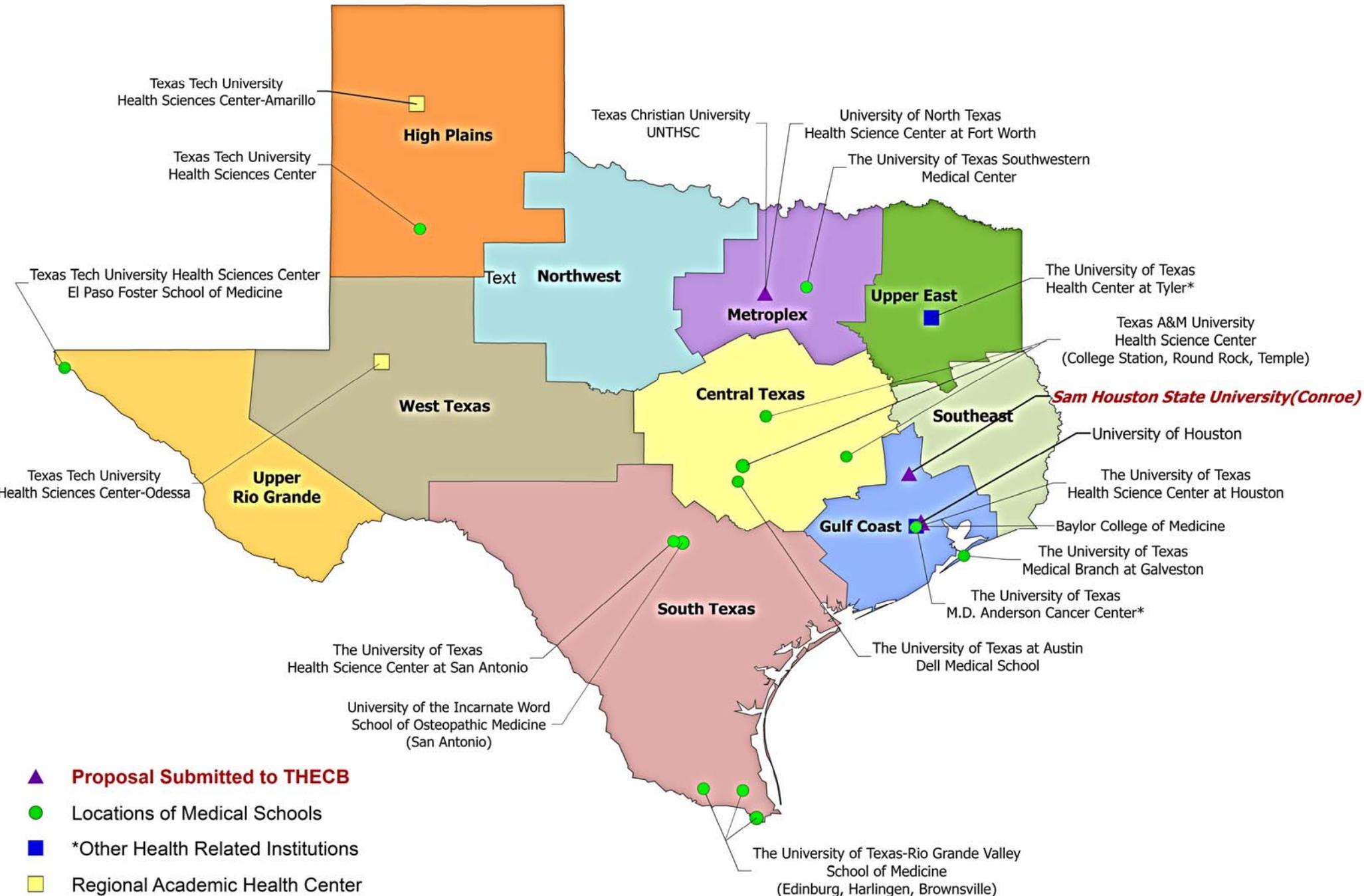
Instruction	
Measure of Excellence	Fall 2017
Undergraduate Classes with < 20 Students	27.2%
Undergraduate Classes with > 50 Students	9.4%
% of Teaching Faculty Tenured/Tenure-track *	58.2%
Student/Faculty Ratio *	24:1

Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$100,964,615	32.9%
Federal Funds	\$38,126,995	12.4%
Tuition & Fees	\$141,919,163	46.3%
Total Revenue	\$306,582,251	100.0%

* Fall 2016 Data

Existing Program: Doctor of Osteopathic (DO) degree with a major in Osteopathic Medicine



Committee on Academic and Workforce Success

AGENDA ITEM V-H (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas State University for a Doctor of Philosophy (PhD) degree with a major in Applied Anthropology

RECOMMENDATION: Approval

Rationale: The proposed PhD program would be offered face-to-face on Texas State University's (TXST) main campus in San Marcos and prepare students for professional and academic careers in applied anthropology. The proposed program would require 54 semester credit hours post-master's and would begin enrolling students in fall 2018. Students would design and conduct research, develop laboratory skills, and complete a dissertation. The proposed program would distinguish itself from other anthropology programs by developing the focus areas of cultural resource management and forensic anthropology.

The proposed program would build on TXST's master's program in Anthropology. TXST also has related research centers and projects that would support the proposed program: the Forensic Anthropology Center at Texas State (FACTS), the Center for Archaeological Studies (CAS), the Archaeological Curation Facility, the Ancient Southwest Texas Project, the Center for the Study of Arts and Symbolism of Ancient America (CASAA), the Center for Middle American Research (CMAR), and the Prehistory Research Project.

Graduates of the proposed program would address a workforce need for college or university faculty; social science analysts; behavioral scientists; and state, military, law enforcement, and government contractors. The Bureau of Labor Statistics (BLS) projects a 9.3 percent increase for faculty positions and a 3.8 percent increase for non-faculty positions nationally from 2014 to 2024. BLS projections are higher for Texas, with a 19.2 percent increase for faculty positions and a 15.6 percent increase for non-faculty positions. These projections show a growing need in Texas.

TXST's core faculty has a headcount of 11 and a full-time equivalent (FTE) of 5.5.

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Texas State University (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	78.5%	77.2%
	Doctoral 10-Year Graduation Rate	75.7%	60.4%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	<u>Yes</u>	No N/A
	Recently Approved Doctoral Programs: PhD in Computer Science (2017)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u>	No N/A

Proposed Program:

The proposed program would be offered face-to-face on the main campus in San Marcos. The proposed program would require 54 semester credit hours post-master's of instruction that would be available beginning in fall 2018. Students would design and conduct research, develop laboratory skills, and complete a dissertation. The proposed program would distinguish itself from other anthropology programs by developing the focus areas of cultural resource management and forensic anthropology. The proposed program would build on TXST's master's program in Anthropology.

The institution estimates that five-year costs would total \$4,489,168, and has identified funding resources of \$4,489,168 over the same period.

Existing Programs:

There are currently five doctoral programs in anthropology in Texas.

Public Universities:

- Texas A&M University
- The University of Texas at Austin
- The University of Texas at San Antonio

Private Universities:

- Rice University
- Southern Methodist University

There are two existing programs within a 60-minute drive of the proposed program, The University of Texas at Austin and The University of Texas at San Antonio. TXST's proposed program would provide unique specialization areas and would not duplicate the efforts of other programs in the state.

In 2017, 28 doctoral degrees in anthropology were awarded by Texas public universities and in fall 2017, 151 doctoral students were enrolled in these doctoral programs.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	6	11	18	25	34
<i>Graduates</i>	0	0	0	0	5
<i>Avg. Financial Assistance</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>Students Assisted</i>	6	11	18	25	34
<i>Core Faculty FTE</i>	5.5	5.5	5.5	5.5	5.5
<i>Total Costs</i>	\$517,561	\$579,548	\$769,926	\$1,081,150	\$1,513,983
<i>Total Funding</i>	\$517,561	\$579,548	\$769,926	\$1,081,150	\$1,513,983
<i>% From Formula Funding</i>	0	0	7%	15%	11%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 203,968
Program Administration	\$ 200,940
Graduate Assistants	\$ 2,820,000
Clerical/Staff	\$ 874,060
Other (Student Support)	\$ 0
Supplies and Materials	\$ 100,000
Library and IT Resources	\$ 90,000
Equipment	\$ 200,200
Facilities	\$ 0
Other	\$ 0
Total	\$ 4,489,168

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 380,399
Reallocation of Existing Resources	\$ 383,288
Tuition and Fees	\$ 582,780
Other-University Support	\$ 3,142,701
Total	\$ 4,489,168

Major Commitments:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board’s criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): **Yes** No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers TEXAS STATE UNIVERSITY - SAN MARCOS

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	19,497	57.0%	18,662	48.1%	18,090	46.8%
Hispanic	9,558	27.9%	13,452	34.7%	13,885	35.9%
African American	2,471	7.2%	4,144	10.7%	4,267	11.0%
Asian	725	2.1%	959	2.5%	957	2.5%
International	353	1.0%	535	1.4%	527	1.4%
Other & Unknown	1,621	4.7%	1,056	2.7%	940	2.4%
Total	34,225	100.0%	38,808	100.0%	38,666	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

Student Success								
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates				
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Cohort	Institution Rate	Peer Group Rate	
Cohort		4,519	5,536	5,573	Fall 2008 4-year	29.8%	26.3%	
Total		87.9%	88.4%	89.1%	Fall 2012 4-year	31.4%	31.4%	
Same		76.1%	77.1%	77.7%	Fall 2013 4-year	32.3%	34.4%	
Other		11.8%	11.4%	11.4%	Fall 2007 5-year	55.9%	47.9%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2011 5-year	53.7%	52.1%		
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2012 5-year	56.1%	54.6%	
Institution Persistence				Fall 2006 6-year	61.4%	56.5%		
Cohort		4,038	5,230	5,529	Fall 2010 6-year	63.1%	59.4%	
Total		81.6%	82.3%	82.5%	Fall 2011 6-year	62.8%	60.8%	
Same		66.6%	67.3%	67.6%	National Comparison (IPEDS Definition)			
Other		15.0%	15.0%	14.9%	Cohort	Institution Rate	OOS Peers Rate	
Peer Group Persistence				Fall 2007 4-year	27.0%	20.0%		
Cohort		3,355	3,964	4,012	Fall 2011 4-year	26.0%	29.2%	
Total		81.0%	82.3%	82.5%	Fall 2012 4-year	27.0%	30.4%	
Same		62.7%	67.3%	67.8%	Fall 2006 5-year	48.0%	41.7%	
Other		18.3%	15.0%	14.7%	Fall 2010 5-year	47.0%	51.0%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Fall 2011 5-year	48.0%	50.8%		
Year	Institution	Grads	Sem	SCH	Peer Group Average	Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64		
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50		
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00		

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loan						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
2016	0%	\$0	0%	\$0	0%	\$0

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$150,654,448	36.6%	\$191,690,377	35.7%	\$202,892,939	36.3%
Federal Funds	\$66,341,846	16.1%	\$80,317,215	14.9%	\$87,663,369	15.7%
Tuition & Fees	\$164,748,661	40.0%	\$221,661,427	41.2%	\$233,494,375	41.8%
Total Revenue	\$411,633,820	100.0%	\$537,580,659	100.0%	\$559,100,054	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS STATE UNIVERSITY - SAN MARCOS

Location: San Marcos, Central Region

Emerging Research Accountability Peer Group: Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas

Out-Of-State Peers: University Of Arkansas, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of Wisconsin-Milwaukee

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2017	
	Number	Percent
White	18,090	46.8%
Hispanic	13,885	35.9%
African American	4,267	11.0%
Asian	957	2.5%
International	527	1.4%
Other & Unknown	940	2.4%
Total	38,666	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	2,524	7.4%
Other Institutions	716	2.1%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		
	Fall	Rate	
4-year Rate Total	2013	32.3%	
Same Institution		29.4%	
Other Institutions		2.9%	
5-year Rate Total	2012	56.1%	
Same Institution		49.5%	
Other Institutions		6.6%	
6-year Rate Total	2011	62.8%	
Same Institution		53.9%	
Other Institutions		8.9%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2016	
Total	89.1%
Same	77.7%
Other	11.4%

2-Year Persistence, Fall 2015	
Total	82.5%
Same	67.6%
Other	14.9%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
	Sem	SCH
All	10.20	135.00

Degrees Awarded	
Type	FY 2017
Bachelor's	7,061
Master's	1,382
Doctoral	50
Professional	38
Total	8,531

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	95.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	9,100	78.8%	35.1%
African American	3,307	60.9%	38.1%
Hispanic	10,760	71.3%	31.1%
Asian	804	78.4%	20.6%
International	130	69.2%	16.7%
Other	544	78.7%	29.0%
Total	24,645	73.0%	33.0%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$8,770	.0%	\$9,202	.0%
2014	\$9,150	4.2%	\$9,373	1.8%
2015	\$9,500	3.7%	\$9,612	2.5%
2016	\$9,940	4.4%	\$9,753	1.4%
2017	\$10,200	2.5%	\$10,201	4.4%
2018	\$10,620	4.0%	\$10,417	2.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY	
Type of Cost	2018 Average Amount
Total Academic Cost	\$10,620
On-campus Room & Board	\$9,490
Books & Supplies	\$770
Off-Campus Transportation & Personal Expenses	\$2,380
Total Cost	\$23,260

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction	
Measure of Excellence	Fall 2017
Undergraduate Classes with < 20 Students	30.8%
Undergraduate Classes with > 50 Students	13.5%
% of Teaching Faculty Tenured/Tenure-track * Student/Faculty Ratio *	43.1%

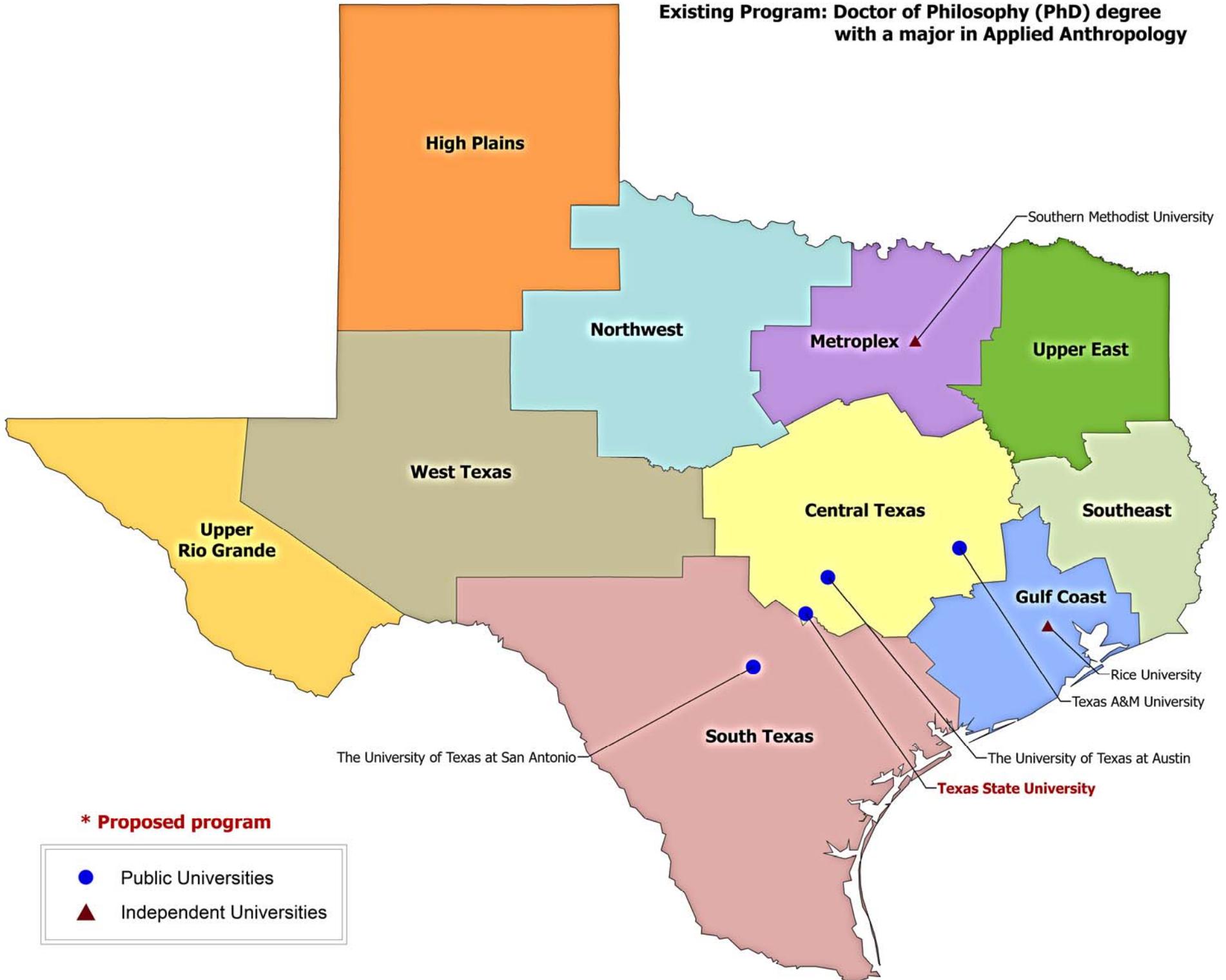
Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$202,892,939	36.3%
Federal Funds	\$87,663,369	15.7%
Tuition & Fees	\$233,494,375	41.8%
Total Revenue	\$559,100,054	100.0%

* Fall 2016 Data

28:1

**Existing Program: Doctor of Philosophy (PhD) degree
with a major in Applied Anthropology**



*** Proposed program**

- Public Universities
- ▲ Independent Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-H (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas Tech University (TTU) for a Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies

RECOMMENDATION: Approval, with contingencies

Rationale: The proposed research-focused Addictive Disorders and Recovery Studies (ADRS) PhD program would be the first doctoral program in the nation to focus on addictive disorder recovery dedicated to the neuroscience of addiction and recovery. The proposed full-time, face-to-face program on the main campus in Lubbock would require 72 semester credit hours (SCH) post-master's degree and would begin enrolling students in fall 2019. The proposed program would emphasize research, utilizing neuroscience methodology for the study of familial/systemic factors of recovery and grounded in Family Systems Theory. Admission to the proposed program would require a master's degree, and students could transfer into the program up to 30 SCH on a case-by-case basis.

The proposed program would address an important job market need with strong student demand. Data from the Bureau of Labor Statistics indicate that national jobs resulting from growth and replacement in the combined fields of Mental Health and Substance Abuse Social Worker, Rehabilitation Counselor, Mental Health Counselor, and Marriage and Family Therapist (MFT) are projected to be 55,900 annually during 2016-2026. Similar data from the Texas Workforce Commission indicate stronger than normal state growth in these fields in the next decade. Strong related existing programs, including TTU's bachelor's in ADRS and bachelor's, master's, and doctoral programs in MFT, would support the proposed program.

The proposed program is designed to develop research specialists and leaders to teach, conduct research, and hold administrative positions in private, educational, and governmental contexts. The proposed program also seeks to develop researchers capable of continuing and expanding the replication of Centers for Collegiate Recovery Communities (CCRC) in the United States. TTU's CCRC is a nationally recognized and the first of its kind recovery community that has been in operation since 1986. It has been replicated in more than 70 colleges and universities throughout the nation. The CCRC provides support for students in drug, alcohol, and eating disorder recovery. The institution shall submit five annual reports

confirming institutional commitments and assessing the progress of program implementation.

Contingencies: In accordance with the institution’s proposed hiring schedule, TTU will have two full-time faculty, with one starting by fall 2019 and the second starting in the third year of the program. By June 1, 2019, TTU will provide documentation of the first hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught. By June 1, 2021, TTU will provide documentation of the second hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

The two additional faculty members that will be hired in years one and three of the program should contribute to the diverse background and research expertise of existing faculty, such as expertise in the field of addiction.

Texas Tech University (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master’s 5-Year Graduation Rate	85.3%	77.2%
	Doctoral 10-Year Graduation Rate	57.0%	60.4%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No N/A
	Recently Approved Doctoral Programs: Educational Leadership (PhD, 2014) enrollment is 22 below projected (projected 29, enrolled 7; recruitment of second cohort was delayed to January 2018)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No N/A

Proposed Program:

The proposed program would be offered face-to-face on the main campus in Lubbock. The proposed program would require 72 SCH of instruction beyond the master’s degree. Students would focus on addictive disorder recovery using the neuroscience of recovery and addiction. The proposed program would have a special emphasis on research utilizing neuroscience methodology for the study of familial/systemic factors of recovery, grounded in Family Systems Theory.

The institution estimates that five-year costs would total \$4,335,053, and has identified funding resources of \$4,933,480 over the same period.

Existing Programs:

The field of addiction recovery encompasses a wide array of professionals who work in tandem to facilitate the decrease in the number of current and new adults self-reporting or identified as substance abusers. While there are no existing doctoral programs in addictive disorders and recovery studies in Texas, the proposed program would focus on addiction recovery to complement the wide array of professionals who act collaboratively to treat patients with addictive disorders.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Student Headcount</i>	6	12	19	20	22
<i>Graduates</i>	0	0	5	5	6
<i>Avg. Financial Assistance</i>	\$28,888.67	\$28,888.67	\$28,894.53	\$28,899.80	\$28,893.73
<i>Students Assisted</i>	6	12	19	20	22
<i>Core Faculty FTE</i>	4.10	4.10	4.60	4.60	4.60
<i>Total Costs</i>	\$520,395	\$739,669	\$951,739	\$987,199	\$1,136,051
<i>Total Funding</i>	\$799,154	\$906,587	\$991,818	\$986,551	\$1,249,370
<i>% From Formula Funding</i>	0	0	6%	7%	19%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,919,513
Program Administration	\$ 2,250
Graduate Assistants	\$ 2,282,650
Clerical/Staff (New)	\$ 111,940
Other (Student Support)	\$ 0
Supplies and Materials	\$ 10,000
Library and IT Resources	\$ 4,200
Equipment	\$ 4,500
Facilities	\$ 0
Other	\$ 0
Total	\$ 4,335,053

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 371,578
Reallocation of Existing Resources	\$ 2,544,688
Tuition and Fees	\$ 841,749
Other	
TRIP	\$ 180,000
Scholarships	\$ 315,000
Research start-up funds	\$ 546,465
Online Distance Education Fees	\$ 134,000
Total	\$ 4,933,480

Major Commitments:

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation. Scholarships and graduate assistantships will be guaranteed to its doctoral students for three years, while also guaranteeing extended funding to four years if a full-time student is making sufficient progress toward their degree with a reasonable plan for completing the program. In accordance with the institution's proposed hiring schedule, TTU will have two full-time faculty, with one starting by fall 2019 and the second starting in the third year of the program. By June 1, 2019, TTU will provide documentation of the first hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught. By June 1, 2021, TTU will provide documentation of the second hire through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers TEXAS TECH UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	19,813	61.2%	20,773	57.3%	20,156	55.0%
Hispanic	5,586	17.2%	8,375	23.1%	9,630	26.3%
African American	1,893	5.8%	2,571	7.1%	2,535	6.9%
Asian	937	2.9%	1,090	3.0%	1,070	2.9%
International	1,511	4.7%	2,277	6.3%	2,223	6.1%
Other & Unknown	2,658	8.2%	1,139	3.1%	1,020	2.8%
Total	32,398	100.0%	36,225	100.0%	36,634	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Cohort	Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Cohort	Institution Rate	Peer Group Rate
	Total	4,403	5,084				4,687	Fall 2008 4-year	37.2%	26.3%
Same	88.6%	92.2%	92.4%	Fall 2012 4-year	39.3%	31.4%
Other	78.6%	83.6%	84.0%	Fall 2013 4-year	41.9%	34.4%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2007 5-year	62.1%	47.9%
Cohort	Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Fall 2011 5-year	61.8%	52.1%
	Total	4,727	5,515	5,081	Fall 2012 5-year	64.2%	54.6%
Same	85.4%	87.9%	87.0%	Fall 2006 6-year	73.6%	56.5%
Other	70.1%	73.6%	72.0%	Fall 2010 6-year	69.9%	59.4%
Peer Group Persistence	15.4%	14.3%	15.1%	Fall 2011 6-year	69.5%	60.8%
Cohort	3,355	3,964	4,012	National Comparison (IPEDS Definition)		
Total	81.0%	82.3%	82.5%	Cohort	Institution Rate	OOS Peers Rate
Same	62.7%	67.3%	67.8%				Fall 2007 4-year	35.0%	31.5%
Other	18.3%	15.0%	14.7%	Fall 2011 4-year	35.0%	34.4%
				Fall 2012 4-year	34.0%	36.0%
				Fall 2006 5-year	56.0%	51.0%
				Fall 2010 5-year	55.0%	54.8%
				Fall 2011 5-year	55.0%	55.6%
				Fall 2005 6-year	61.0%	57.0%
				Fall 2009 6-year	60.0%	60.0%
				Fall 2010 6-year	60.0%	60.4%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loan						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
2016	0%	\$0	0%	\$0	0%	\$0

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$200,243,869	34.2%	\$274,589,211	39.1%	\$267,607,286	37.2%
Federal Funds	\$70,601,725	12.1%	\$74,247,737	10.6%	\$78,128,414	10.9%
Tuition & Fees	\$240,229,071	41.1%	\$295,899,496	42.1%	\$299,280,815	41.6%
Total Revenue	\$584,937,975	100.0%	\$703,024,573	100.0%	\$719,431,074	100.0%

Online Resume for Prospective Students, Parents and the Public TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas

Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

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[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2017	
	Number	Percent
White	20,156	55.0%
Hispanic	9,630	26.3%
African American	2,535	6.9%
Asian	1,070	2.9%
International	2,223	6.1%
Other & Unknown	1,020	2.8%
Total	36,634	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,752	5.7%
Other Institutions	414	1.4%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
4-year Rate Total	2013	41.9%	
Same Institution		36.0%	
Other Institutions		5.9%	
5-year Rate Total	2012	64.2%	
Same Institution		54.4%	
Other Institutions		9.8%	
6-year Rate Total	2011	69.5%	
Same Institution		58.9%	
Other Institutions		10.6%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2016	
Total	92.4%
Same	84.0%
Other	8.3%

2-Year Persistence, Fall 2015	
Total	87.0%
Same	72.0%
Other	15.1%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
	Sem	SCH
All	9.60	140.00

Degrees Awarded	
Type	FY 2017
Bachelor's	5,664
Master's	1,590
Doctoral	346
Professional	197
Total	7,797

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	97.70%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	7,216	85.0%	47.7%
African American	1,266	67.9%	36.1%
Hispanic	8,809	80.3%	32.6%
Asian	766	77.3%	25.5%
International	781	76.1%	18.0%
Other	218	85.8%	44.9%
Total	19,056	81.0%	38.1%

Costs						
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY	
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost	Average Amount
2013	\$9,242	.0%	\$9,135	.0%	Total Academic Cost	\$10,772
2014	\$9,242	.0%	\$9,359	2.4%	On-campus Room & Board	\$9,384
2015	\$9,608	3.8%	\$9,596	2.5%	Books & Supplies	\$1,200
2016	\$9,866	2.6%	\$9,764	1.7%	Off-Campus Transportation & Personal Expenses	\$4,420
2017	\$10,622	7.1%	\$10,140	3.7%	Total Cost	\$25,776
2018	\$10,772	1.4%	\$10,396	2.5%		

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction	
Measure of Excellence	Fall 2017
Undergraduate Classes with < 20 Students	28.4%
Undergraduate Classes with > 50 Students	14.9%
% of Teaching Faculty Tenured/Tenure-track * Student/Faculty Ratio *	71.0%

Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$267,607,286	37.2%
Federal Funds	\$78,128,414	10.9%
Tuition & Fees	\$299,280,815	41.6%
Total Revenue	\$719,431,074	100.0%

* Fall 2016 Data

23:1

Existing Program: Doctor of Philosophy (PhD) degree with a major in Addictive Disorders and Recovery Studies

High Plains

Texas Tech University



Northwest

Metroplex

Upper East

West Texas

Central Texas

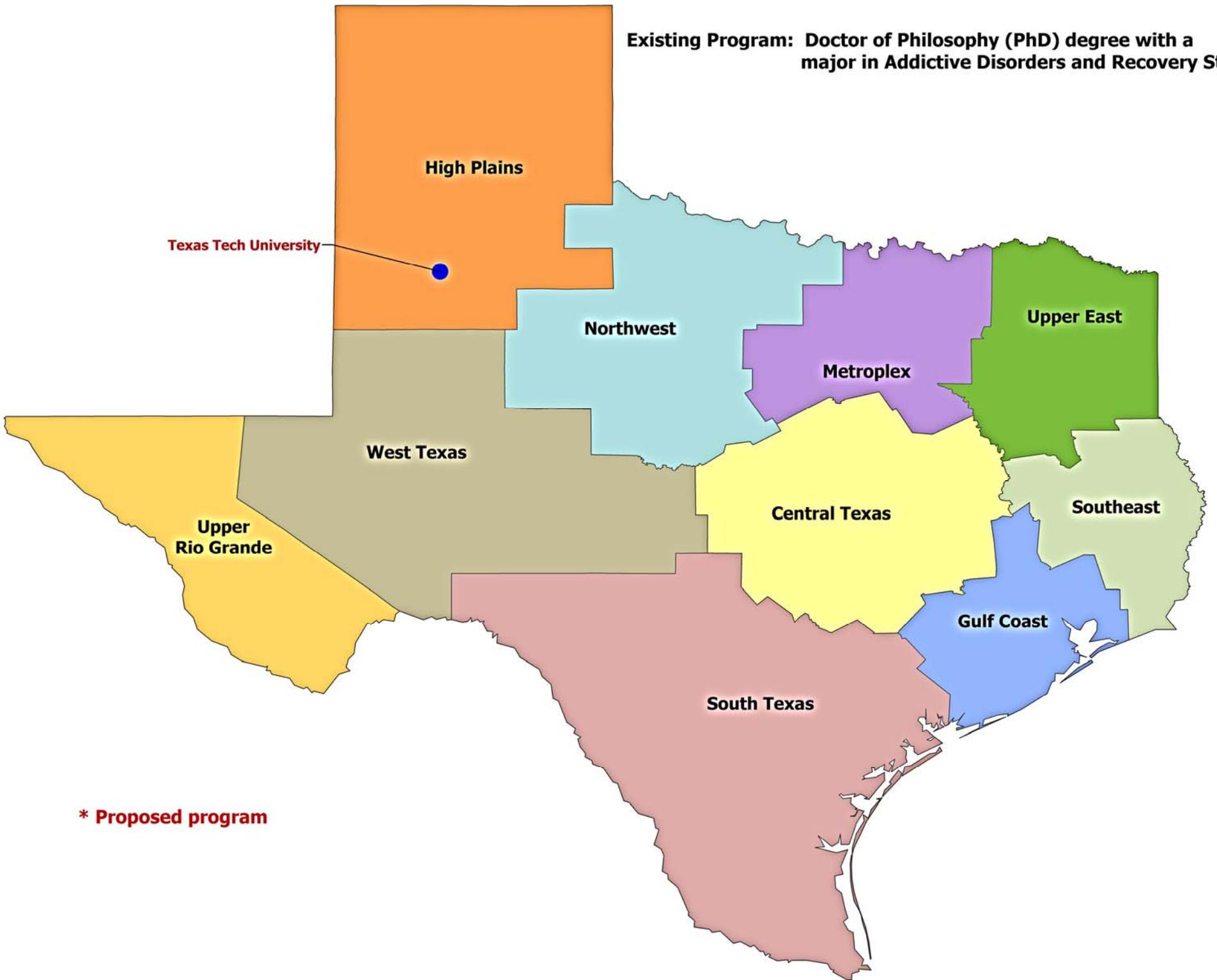
Southeast

**Upper
Rio Grande**

Gulf Coast

South Texas

*** Proposed program**



Committee on Academic and Workforce Success

AGENDA ITEM V-H (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Health Science Center at Houston for a Doctorate of Health Informatics (DHI) degree with a major in Health Informatics

RECOMMENDATION: Approval

Rationale: The proposed program would be the first advanced practice degree in health informatics in the nation. With the goal of improved patient care, The University of Texas Health Science Center at Houston (UTHSC-Houston) envisions health informatics as the next health profession to be elevated to the doctoral level.

UTHSC-Houston offers the only Master of Science in Biomedical Informatics in Texas. The DHI would build upon the master's degree, requiring an additional 63 semester credit hours and would begin enrolling students fall 2019. The proposed program would be offered in a hybrid format with more than 50 percent of coursework delivered online.

To be considered for acceptance into the proposed program, applicants would be required to have documented executive or management level health care experience. The institution anticipates that students would continue working while enrolled in the program and would receive tuition assistance from employers.

UTHSC-Houston also offers a Doctor of Philosophy (PhD) in Biomedical Informatics. Unlike the DHI, the PhD program emphasizes research in the health informatics field and is designed primarily for individuals interested in postsecondary faculty positions.

The Bureau of Labor Statistics anticipates medical and health services managers will experience a 36.7 percent increase in available jobs during the decade 2016-2026. This increase would create approximately 36,700 job openings per year due to growth and replacement.

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas Health Science Center at Houston (*Accountability Peer Group: Health-Related Institutions*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	71.1%	74.1%
	Doctoral 10-Year Graduation Rate	59.0%	59.8%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No N/A
	Recently Approved Doctoral Programs: Doctor of Nursing Practice, 2006		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No N/A

Proposed Program:

The proposed program would train working professionals who have already obtained a bachelor's or master's degree and have documented management-level health care experience. Students who are admitted with a bachelor's degree would complete the required 33 SCH of didactic coursework from the master's program prior to enrolling in the DHI. The DHI would be offered in a hybrid format with more than 50 percent of coursework online. Students would be required to meet on the UTHSC-Houston campus for three consecutive days twice each semester. The proposed program would require 63 semester credit hours of instruction after the master's degree and include a final project. Students would enroll in fall 2019.

The institution estimates that five-year costs would total \$2,385,905, and has identified funding resources of \$2,980,577 over the same period. More than half of the proposed program funding, \$1,724,537 would come from student tuition and fees.

Existing Programs:

The DHI is an advanced practice degree in health informatics. There are currently no other practice doctorates in health informatics in the nation.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	10	20	30	40	50
<i>Graduates</i>	0	0	4	8	12
<i>Avg. Financial Assistance</i>	\$1,000	\$1,000	\$1,392	\$1,392	\$1,392
<i>Students Assisted</i>	2	3	9	10	10
<i>Core Faculty</i>	2	2	2	2	2
<i>Total Costs</i>	\$408,601	\$415,191	\$430,781	\$562,371	\$568,961
<i>Total Funding</i>	\$115,119	\$229,638	\$658,167	\$877,357	\$1,100,296
<i>% From Formula Funding</i>	0	0	48%	48%	48%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,972,400
Program Administration	\$ 80,035
Graduate Assistants	\$ 21,408
Clerical/Staff	\$ 234,620
Other (Student Support)	\$ 0
Supplies and Materials	\$ 0
Library and IT Resources	\$ 89,850
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 9,000
Total	\$ 2,407,313

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,256,040
Reallocation of Existing Resources	\$ 0
Tuition and Fees	\$ 1,724,537
Total	\$ 2,980,577

Major Commitments:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board’s criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

Location: Houston, Gulf Coast Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#) [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment			
Category	Fall 2012	Fall 2016	Fall 2017
Medical School Students	966	968	967
Total Enrollment	4,489	5,051	5,242
Physicians Certified in Residency	864	978	1,014

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2013	\$6,985	\$5,785	\$5,209	\$4,819
FY 2017	\$9,498	\$5,723	\$6,862	\$6,377
FY 2018	\$9,791	\$4,925	\$7,062	\$6,540

Student Success

Nursing and Allied Health Degrees Awarded						
Type	FY 2012		FY 2016		FY 2017	
	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group
Bachelor's	384	281	420	306	438	329
Master's	184	133	202	148	206	144
Doctoral	17	6	29	11	51	12
Professional	0	28	0	31	0	33

National Data: Nursing or Allied Health Degrees Awarded						
	FY 2011		FY 2015		FY 2016	
	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Associate's	.	.	.	.	.	.
Bachelor's	.	.	.	.	.	.
Master's	335	.	421	.	.	.
Doctoral	112	.	137	.	.	.
	17		100			

Research Expenditures

Year	Amount
FY 2012	\$226,708,175
FY 2016	\$222,991,213
FY 2017	\$232,468,158

Percent of Medical School Students Practicing Primary Care in Texas after Graduation

Year	Institution	Peer Group
FY 2012	22.00%	24.97%
FY 2016	20.00%	27.57%
FY 2017	22.00%	25.85%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License

Year	Institution	Peer Group
FY 2012	98.00%	97.10%
FY 2016	98.00%	96.00%
FY 2017	98.00%	96.00%

Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement	
Year	Amount
FY 2013	\$178,848,079
FY 2016	\$222,753,211
FY 2017	\$233,223,463

Total Amount of Money from Any Source Available in FY	
Year	Amount
FY 2013	\$816,309,061
FY 2016	\$1,114,044,489
FY 2017	\$1,153,279,551

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

Location: Houston, Gulf Coast Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

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Enrollment						
Fall 2017						
Race/Ethnicity	Total Students		Medical Students		Physicians Certified	
	Number	% of Total	Number	% of Total	in Residency* Number	% of Total
White	1,952	37.2%	452	46.7%	0	.0%
Hispanic	920	17.6%	159	16.4%	0	.0%
African American	594	11.3%	69	7.1%	0	.0%
Asian/Pacific Isl.	977	18.6%	223	23.1%	0	.0%
International	484	9.2%	1	.1%	0	.0%
Other & Unknown	315	6.0%	63	6.5%	0	.0%
Total	5,242	100.0%	967	100.0%	1,014	100.0%

* Data for FY 2018

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2018	
Type of Cost	Average Amount
Undergraduate	\$9,791
Graduate	\$7,062
First-time Medical Student	\$21,654

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

[Amount & Percent of Tuition Increase \(Grad\)](#)

Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2016		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	25.9%	\$5,576
Loans	6.2%	\$4,971
Work Study		.
Grants, Scholarships, Loans or Workstudy	27.0%	\$6,478

Student Success					
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group	Year	Institution	Peer Group
FY 2017	98.00%	96.00%	FY 2017	22.00%	25.85%

Nursing and Allied Health Degrees, FY 2017		
Year	Institution	Peer Group
Bachelor's	438	329
Master's	206	144
Doctoral	51	12
Professional	0	33

First-time Licensure or Certification Examination Pass Rate		
FY 2017		
Field	Institution	Peer Group
Dental		
Allied Health	98.0%	94.0%
Nursing	100.0%	95.0%
Pharmacy	98.0%	97.2%
Medical	N/A	93.5%
	98.0%	96.0%

Research Expenditures	
Year	Amount
FY 2017	\$232,468,158

Existing Program: Doctorate of Health Informatics (DHI) degree with a major in Health Informatics

High Plains

Northwest

Metroplex

Upper East

West Texas

Central Texas

Southeast

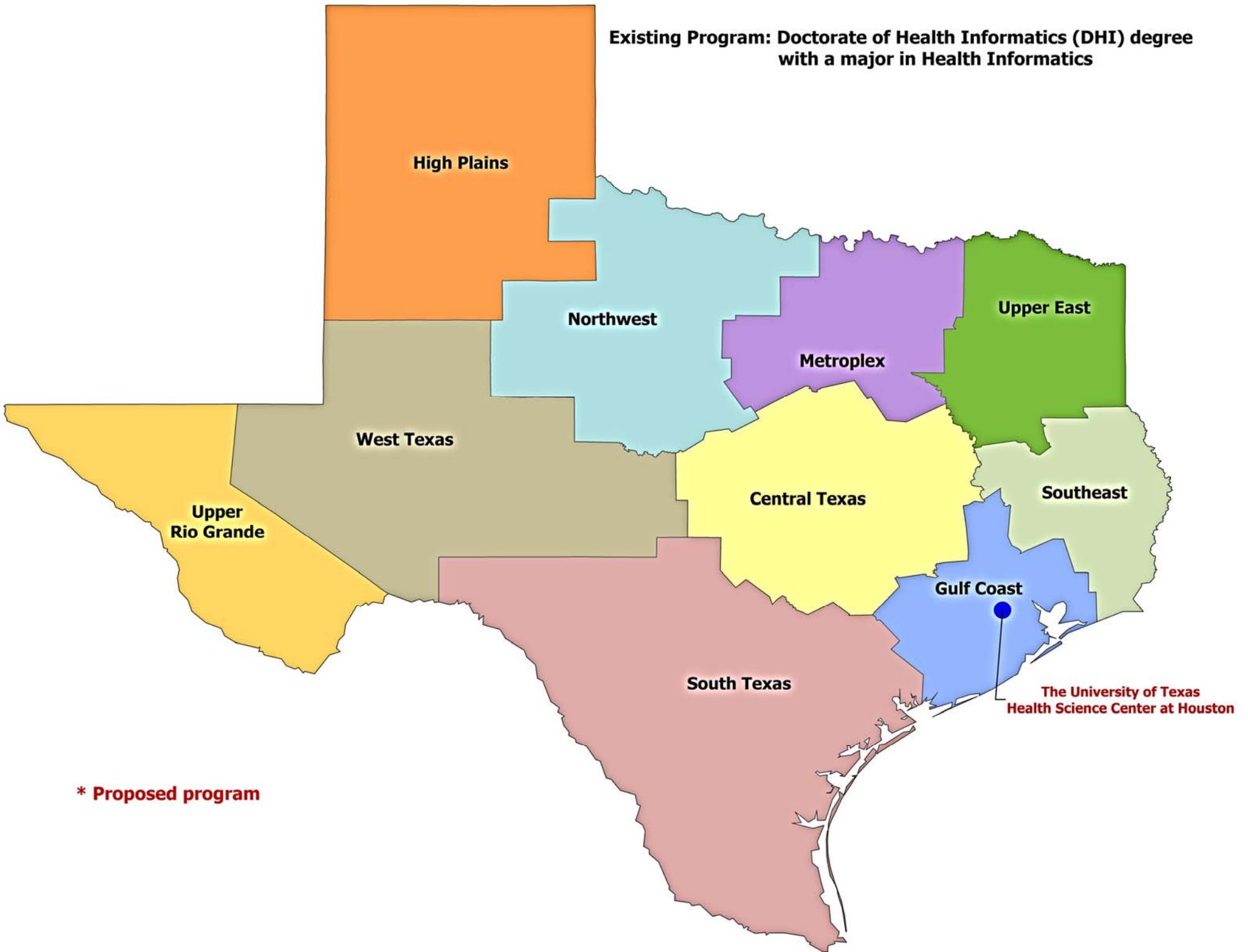
Upper Rio Grande

Gulf Coast

South Texas

**The University of Texas
Health Science Center at Houston**

*** Proposed program**



Committee on Academic and Workforce Success

AGENDA ITEM V-H (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from West Texas A&M University for a Doctor of Education (EdD) degree with a major in Educational Leadership

RECOMMENDATION: Approval

Rationale: The proposed EdD program would be offered fully online by West Texas A&M University (WTAMU) and prepare students for professional and academic careers in education. The proposed program would require 60 semester credit hours post-master's and would begin enrolling students in spring 2019. Students would design and conduct research, develop teacher supervision skills, and complete a scholarly delivery. Students would meet as a cohort each long semester at the WTAMU campus or the Amarillo Center. The proposed program would distinguish itself from other EdD in Educational Leadership programs by developing the focus area of rural educational leadership.

WTAMU plans to offer the proposed program online to increase the convenience for students in the region, who would not have access to other programs due to geographic limitations. The closest institution with a similar doctoral program is 95 miles away from WTAMU, and all other programs are more than 250 miles away. Three similar doctoral programs are offered 100 percent online. Two similar doctoral programs are offered hybrid/blended, however, only one of these programs is in close proximity to WTAMU.

Graduates of the proposed program would address a workforce need for elementary and secondary school administrators. The Bureau of Labor Statistics (BLS) projects a 5.8 percent increase for elementary and secondary school administrators and a 4.0 percent increase for other education administrators nationally from 2014 to 2024. BLS projections are higher for Texas, with a 24.4 percent increase for elementary and secondary school administrators and a 14.2 percent increase for other education administrators. An estimated 1,320 annual openings are projected for education administrators in Texas over this period. These projections show a growing need in Texas.

WTAMU's core faculty has a headcount of 11 and a full-time equivalent (FTE) of 1.6 in year one and would increase to 8.5 by year three. The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

West Texas A&M University (*Accountability Peer Group: Comprehensive*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	65.7%	77.2%
	Doctoral 10-Year Graduation Rate	100%	60.4%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No <u>N/A</u>
	Recently Approved Doctoral Programs: The institution's only doctoral program is a PhD in Agriculture (2003).		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No <u>N/A</u>

Proposed Program:

The proposed EdD program would be offered online by West Texas A&M University (WTAMU) and prepare students for professional and academic careers in education. The proposed program would require 60 semester credit hours post-master's and would begin enrolling students in spring 2019. Students would design and conduct research, develop teacher supervision skills, and complete a scholarly delivery. Students would meet as a cohort each long semester at the WTAMU campus or the Amarillo Center. During the summer of year two, cohorts would participate in a research opportunity in a rural area with high percentages of low socioeconomic students and/or English language learners. The proposed program would distinguish itself from other EdD in Educational Leadership programs by developing the focus area of rural educational leadership.

The institution estimates that five-year costs would total \$2,046,485 and has identified funding resources of \$2,504,507 over the same period.

Existing Programs:

There are currently 27 doctoral programs in educational leadership and administration (CIP 13.0401) in Texas: 21 doctoral programs at public universities and 6 at private universities.

Public Universities

- | | |
|-------------------------------------|---|
| Lamar University | Texas State University |
| Prairie View A&M University | Texas Tech University |
| Sam Houston State University | The University of Texas at Arlington |
| Stephen F. Austin State University | The University of Texas at Austin |
| Tarleton State University | The University of Texas at El Paso |
| Texas A&M University | The University of Texas at San Antonio |
| Texas A&M University-Commerce | The University of Texas Rio Grande Valley |
| Texas A&M University-Corpus Christi | University of Houston |
| Texas A&M University-Kingsville | University of Houston-Clear Lake |
| Texas A&M University-Texarkana | University of North Texas |
| Texas Southern University | |

Private Universities:

- Abilene Christian University
- Baylor University
- Dallas Baptist University
- Houston Baptist University
- Texas Christian University
- Texas Wesleyan University

The closest institution with a similar doctoral program is 95 miles away from WTAMU, and all other programs are over 250 miles away. Three similar doctoral programs are offered 100 percent online. Two similar doctoral programs are offered hybrid/blended, however, only one of these programs is in close proximity to WTAMU.

In spring 2016, 387 doctoral degrees in educational leadership and administration were awarded by Texas public universities. In fall 2016, 5,433 doctoral students were enrolled in these doctoral programs.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	15	29	41	41	41
<i>Graduates</i>	0	0	12	12	12
<i>Avg. Financial Assistance</i>	\$2,192	\$2,563	\$2,842	\$2,842	\$2,842
<i>Students Assisted</i>	13	16	19	19	19
<i>Core Faculty - FTE</i>	1.6	3.0	8.5	8.5	8.5
<i>Total Costs</i>	\$261,106	\$382,969	\$455,660	\$472,200	\$474,550
<i>Total Funding</i>	\$192,614	\$320,239	\$533,844	\$736,405	\$736,405
<i>% From Formula Funding</i>	0	0	17%	41%	41%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,284,948
Program Administration	\$ 468,364
Graduate Assistants	\$ 231,500
Clerical/Staff	\$ 61,673
Other (Student Support)	\$ 0
Supplies and Materials	\$ 0
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 2,046,485

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 695,185
Reallocation of Existing Resources	\$ 572,236
Tuition and Fees	\$ 1,197,086
Other-HEAF	\$ 40,000
Total	\$ 2,504,507

Major Commitments:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers WEST TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2012		Fall 2016		Fall 2017	
	Number	Percent	Number	Percent	Number	Percent
White	5,269	66.6%	6,006	60.7%	5,976	59.4%
Hispanic	1,676	21.2%	2,395	24.2%	2,543	25.3%
African American	424	5.4%	630	6.4%	643	6.4%
Asian	97	1.2%	268	2.7%	308	3.1%
International	181	2.3%	251	2.5%	226	2.2%
Other & Unknown	262	3.3%	351	3.5%	364	3.6%
Total	7,909	100.0%	9,901	100.0%	10,060	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,323	3.3%	1,601	3.3%	1,606	3.2%
Other Institutions	337	.8%	557	1.2%	599	1.2%

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			Graduation Rates			
Enter Fall 2011			Enter Fall 2015		Enter Fall 2016	
Cohort	Rate	Rate	Rate	Institution Rate	Peer Group Rate	Rate
Total	75.7%	78.4%	76.2%	Fall 2008 4-year	24.9%	20.3%
Same	61.3%	64.7%	63.7%	Fall 2012 4-year	29.6%	24.0%
Other	14.4%	13.7%	12.6%	Fall 2013 4-year	29.6%	26.8%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			National Comparison (IPEDS Definition)			
Enter Fall 2010			Enter Fall 2014		Enter Fall 2015	
Cohort	Rate	Rate	Rate	Institution Rate	OOS Peers Rate	Rate
Total	70.9%	69.3%	69.4%	Fall 2007 4-year	22.0%	29.0%
Same	52.5%	53.0%	54.5%	Fall 2011 4-year	22.0%	29.4%
Other	18.4%	16.3%	15.0%	Fall 2012 4-year	27.0%	31.4%
Peer Group Persistence			Peer Group Persistence			
Cohort	1,523	1,579	1,587	Fall 2006 5-year	36.0%	46.6%
Total	71.4%	73.8%	75.0%	Fall 2010 5-year	36.0%	48.2%
Same	52.1%	56.0%	57.8%	Fall 2011 5-year	40.0%	49.2%
Other	19.3%	17.8%	17.1%	Fall 2005 6-year	42.0%	51.0%
				Fall 2009 6-year	40.0%	52.6%
				Fall 2010 6-year	44.0%	53.8%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$8,480	.0%	\$9,136	.0%
2014	\$9,036	6.6%	\$9,412	3.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2016	9,024	10.09	130.00	8,681	9.78	128.50
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00

Six-year Graduation & Persistence Rate, Fall 2011		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	75	57.3%
Peer Group	73	56.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,527	90.6%
Peer Group	7,263	90.1%

*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		Other	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loan						
2015	33%	\$6,351	34%	\$6,854	36%	\$6,233
2016	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	56%	\$8,947	50%	\$9,086	55%	\$12,245
2016	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2015	22%	\$4,318	23%	\$4,480	21%	\$4,359
2016	0%	\$0	0%	\$0	0%	\$0

Funding						
Source	FY 2012 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2017 Amount	Pct of Total
Appropriated Funds	\$40,897,497	40.4%	\$49,436,089	36.4%	\$55,204,933	36.8%
Federal Funds	\$15,054,274	14.9%	\$14,391,134	10.6%	\$15,489,298	10.3%
Tuition & Fees	\$28,659,933	28.3%	\$45,402,467	33.4%	\$46,700,119	31.1%
Total Revenue	\$101,241,438	100.0%	\$135,779,086	100.0%	\$150,112,975	100.0%

Online Resume for Prospective Students, Parents and the Public WEST TEXAS A&M UNIVERSITY

Location: Canyon, High Plains Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Tarleton State Univ, Texas A&M International

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Murray State University, Tennessee Technological University, University Of Central Missouri

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2017	
	Number	Percent
White	5,976	59.4%
Hispanic	2,543	25.3%
African American	643	6.4%
Asian	308	3.1%
International	226	2.2%
Other & Unknown	364	3.6%
Total	10,060	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	693	9.4%
Other Institutions	109	1.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2013	29.6%
Same Institution		27.9%
Other Institutions		1.7%
5-year Rate Total	2012	45.0%
Same Institution		39.8%
Other Institutions		5.3%
6-year Rate Total	2011	46.1%
Same Institution		40.6%
Other Institutions		5.6%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2016	
Total	76.2%
Same	63.7%
Other	12.6%

2-Year Persistence, Fall 2015	
Total	69.4%
Same	54.5%
Other	15.0%

Avg Number SCH for Bachelor's Degree		
FY 2017 Average		
Sem	SCH	
All	9.60	129.00

Degrees Awarded	
Type	FY 2017
Bachelor's	1,558
Master's	707
Doctoral	4
Professional	0
Total	2,269

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2017 Rate
Education*	98.90%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2016

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2017		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2017			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	986	99.1%	70.8%
African American	107	94.4%	66.3%
Hispanic	515	98.6%	73.6%
Asian	37	100.0%	48.6%
International	24	100.0%	87.5%
Other	3,098	78.6%	2.4%
Total	4,767	85.6%	30.1%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2013	\$6,709	.0%	\$7,291	.0%
2014	\$6,969	3.7%	\$7,629	4.4%
2015	\$7,361	5.3%	\$8,483	10.1%
2016	\$7,514	2.0%	\$8,971	5.4%
2017	\$7,666	2.0%	\$9,193	2.4%
2018	\$8,128	5.7%	\$9,269	.8%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY	
Type of Cost	2018 Average Amount
Total Academic Cost	\$8,128
On-campus Room & Board	\$7,196
Books & Supplies	\$1,000
Off-Campus Transportation & Personal Expenses	\$4,542
Total Cost	\$20,866

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction	
Measure of Excellence	Fall 2017
Undergraduate Classes with < 20 Students	35.7%
Undergraduate Classes with > 50 Students	7.9%
% of Teaching Faculty Tenured/Tenure-track * Student/Faculty Ratio *	42.7%

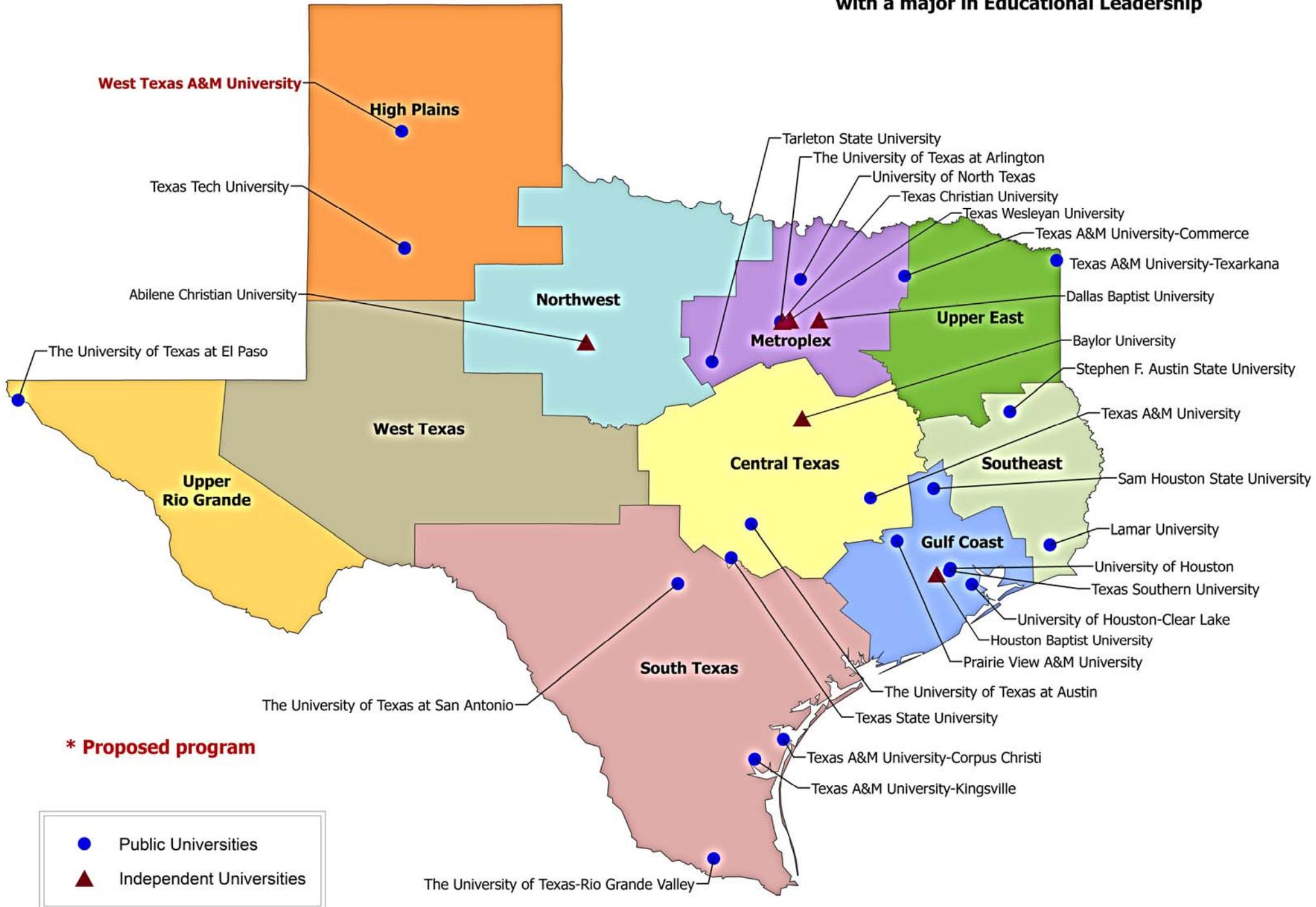
Financial Aid		
Enrolled in FY 2016		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
	0%	\$0

Funding		
Source	FY 2017 Amount	Pct of Total
Appropriated Funds	\$55,204,933	36.8%
Federal Funds	\$15,489,298	10.3%
Tuition & Fees	\$46,700,119	31.1%
Total Revenue	\$150,112,975	100.0%

* Fall 2016 Data

20:1

Existing Program: Doctorate of Education (EdD) degree with a major in Educational Leadership



Committee on Academic and Workforce Success

AGENDA ITEM V-J

Consideration of adopting the staff recommendation to the Committee relating to the Open Educational Resources Report (Senate Bill 810, 85th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Senate Bill 810 directs the Texas Higher Education Coordinating Board to conduct a study to determine the feasibility of creating a state repository of open education resources. The study must consider:

- (1) methods for facilitating public access to open educational resources;
- (2) the resources needed to create the repository; and
- (3) any potential challenges in creating the repository.

In conducting the study, Coordinating Board staff has collaborated with relevant state agencies, textbook publishers, representatives of the open educational resource community, and other stakeholders, including the Texas Education Agency and representatives of public and private institutions of higher education and school districts.

Not later than September 1, 2018, the Board shall submit to the governor, lieutenant governor, speaker of the house of representatives, and each standing legislative committee with primary jurisdiction over higher education a report on the results of the study and any recommendations for legislative or other action. The report must include information on:

- (1) methods by which open educational resources would be gathered and curated;
- (2) measures to ensure public access to the repository;
- (3) methods of encouraging the use of the repository;
- (4) management of intellectual property rights; and
- (5) any other measures necessary to ensure the repository's success.

The report is provided under separate cover.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, and Dr. Judith Sebesta, Consultant, will present this item and be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-K

Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program

Recommendation: Approval

Background Information:

In 2015, the 84th Texas Legislature, Regular Session, passed the General Appropriations Act, House Bill 1, Article III, Rider 68, which directs the Coordinating Board to award grants to existing autism research centers at Texas public institutions of higher education for projects in three award categories: 1) Parent-directed Treatment; 2) Board-certified Behavior Analyst Training for teachers/paraprofessionals; and 3) Research, Development, and Evaluation of innovative autism treatment models.

In 2017, the 85th Texas Legislature continued support for the program, and expanded eligibility by authorizing the participation of Texas independent universities and health-related institutions. Senate Bill 1, Article III, Rider 50, directed the Coordinating Board to continue to offer the three award categories of funding to eligible institutions.

The rider also requires that the Coordinating Board gather data on the grant programs and submit an annual report on the effectiveness of each program, including the number of children served, the number of parents and/or teachers/paraprofessionals trained, and the results of the research on innovative treatment models. The report shall be submitted no later than September 1 of each year to the Legislative Budget Board, Office of the Governor, the Chair of the House Appropriations Committee, Chair of the Senate Finance Committee, Speaker of the House, and Lieutenant Governor.

The report is provided under separate cover.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-L

Consideration of adopting the staff recommendation to the Committee relating to the January 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")

RECOMMENDATION: Approval

Background Information:

Starting in January 2014, under Chapter 7, Subchapter A, Section 7.7 of Coordinating Board rules, institutions operating under a Certificate of Authorization were required to submit an annual compliance report to ensure continued compliance with respect to institutions' operations in Texas. The report includes documentation on accreditation status, degree programs being offered, publications, student complaint policies, and financial viability. This requirement was instituted after the U.S. Department of Education found another state's "licensure by accreditation" to be lacking in proper oversight of institutions operating in that state. Since the Certificate of Authorization is similarly based in part on accreditation by a recognized accreditor, proactive measures were taken to ensure Texas had enough review and oversight of institutions operating under a Certificate of Authorization. The annual compliance review report also provides a means for staff to confirm that information about an institution is current in the Coordinating Board's files and publications.

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2018. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15, 2018. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following is a summary of the status of all institutions that were required to report in the January 2018 reporting cycle.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

**January 2018 Report to Texas Higher Education Coordinating Board
Status of Institutions (A-O) under a Certificate of Authorization**

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with "A" through "O" are required to submit their reports by January 15 each year. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the January 15, 2018 reporting deadline:

**Institutions which are in compliance with THECB rules, including annual
compliance reporting –
Operating in Texas under current Certificates of Authorization**

Institutions with a physical campus in Texas:

- American Coll. of Acupuncture & Oriental Medicine - Houston
- AOMA Graduate School of Integrative Medicine
- Asher College - Dallas
- Auguste Escoffier School of Culinary Arts
- B. H. Carroll Theological Institute
- Baptist University of The Americas
- Baptist University of The Americas - Fort Worth
- Belhaven University - Houston (Bethel Church)
- Belhaven University - Houston (Park Row)
- Carrington College - Mesquite
- Dallas Christian College
- Dallas Institute of Funeral Service
- Embry-Riddle Aeronautical University - Fort Worth (Alliance)
- Embry-Riddle Aeronautical University - Houston
- Ferris State University
- Galen College of Nursing - San Antonio
- Graduate Institute of Applied Linguistics
- Houston Graduate School of Theology
- Houston International College Cardiotech Ultrasound School
- Interactive College of Technology - Gessner

- Case Western Reserve University - Houston
- Center for Advanced Legal Studies - Houston
- Chamberlain University - Houston
- Chamberlain University - Irving
- Chamberlain University - Pearland
- Columbia College, Eastfield College - Mesquite, TX
- Commonwealth Institute of Funeral Service - Houston
- Concorde Career College - Dallas
- Concorde Career College - Grand Prairie
- Concorde Career College - San Antonio
- Cornell University - Dallas
- Cornell University - Houston
- Culinary Institute LeNotre - Houston
- Culinary Institute of America - San Antonio
- Interactive College of Technology - North Houston
- Interactive College of Technology - Pasadena
- International Business College - El Paso (East)
- International Business College - El Paso (West)
- Johns Hopkins University - Arlington Uplift Summit International Prep
- Johns Hopkins University - Dallas Uplift Heights Prep
- Johns Hopkins University - Dallas Urban Teachers/Uplift Heights Prep
- Johns Hopkins University - Grand Prairie Uplift Grand Prep
- Lincoln College of Technology - Grand Prairie
- MIAT College of Technology - Houston
- North American University
- Northwood University - Arlington
- Northwood University - Cedar Hill
- Northwood University - Dallas

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Brandman University
- California Southern University
- California State University - Northridge
- Lesley University
- MCPHS University
- National University

- Chamberlain University - Addison, IL
- New Mexico State University - Dona Ana Community College

Institutions which have submitted annual compliance reporting, but need to provide missing information before fully in compliance

Institutions with a physical campus in Texas:

- Career Institute of Technology - Round Rock
- Criswell College - Dallas
- Dallas Nursing Institute
- Johns Hopkins University - Irving University of Dallas
- KD Conservatory College of Film And Dramatic Arts
- Mediatech Institute - Dallas
- Mediatech Institute - Houston
- National American University - Austin
- National American University - Austin (Career Point teach-out)
- National American University - Austin Roueche Graduate Center
- National American University - Georgetown
- National American University - Houston
- National American University - Houston Lone Star College - Univ Park
- National American University - Killeen
- National American University - Lewisville
- National American University - McAllen
- National American University - Mesquite
- National American University - Richardson
- National American University - San Antonio (Career Point teach-out)

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Allegany College of Maryland
- Boston University
- New Mexico State University - Carlsbad

Out-of-state institutions which were authorized to provide field-based learning in Texas but no longer have clinicals or internships in Texas:

- California Lutheran University
- Florida A&M University
- Los Angeles Film School

Institutions with Certificates of Authorization cancelled due to membership in the State Authorization Reciprocity Agreement (SARA)

- Galen College Of Nursing - Louisville, KY
- Independence University
- International College Of Health Sciences
- King's College
- Orion College

Institutions which are operating in Texas under current Certificates of Authorization, but have been requested to update THECB with any changes in status due to financial or accreditation concerns

Institutions with a physical campus in Texas:

<u>Institution</u>	<u>Reason</u>
• Altierus Career College - Arlington	Teach-out status with pending closure of campus.
• Altierus Career College - Fort Worth	Teach-out status with pending closure of campus.
• American Intercontinental University - Houston	Heightened Cash Monitoring (HCM) 1 status as a result of U.S. Department of Education concerns with administrative capability.
• Argosy University - Dallas	HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility.
• Argosy University - Dallas Kindred Healthcare	HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility.

- Arlington Baptist University Financial Responsibility Composite Score less than 1.5.
- Bakke Graduate University Financial Responsibility Composite Score less than 1.5.
- Baptist Health System School of Health Professions - San Antonio U.S. Department of Education Letter of Credit requirement.
- Brightwood College - Dallas HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Arlington HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Beaumont HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Brownsville HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Corpus Christi HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - El Paso HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Fort Worth HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Friendswood HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Houston North HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - Laredo HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

- Brightwood College - McAllen HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - San Antonio (Ingram) HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Brightwood College - San Antonio (San Pedro) HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - Austin HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - Irving HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - Mesquite Center HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- DeVry University - San Antonio HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Florida Career College - Houston Accreditor student-achievement Show-Cause Directive status.
- Fortis College - Grand Prairie HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Fortis College - Houston South HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Fortis Institute - Houston HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.
- Golf Academy of America - Dallas HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

- Hallmark University - San Antonio HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility and ACCSC additional reporting requirements.
- Hallmark University, College of Aeronautics - San Antonio HCM 1 status as a result of U.S. Department of Education concerns with financial responsibility and ACCSC additional reporting requirements.
- Messenger College HCM 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility.

Out-of-state institutions authorized to provide field-based learning in Texas (clinical, internships):

<u>Institution</u>	<u>Comment</u>
<ul style="list-style-type: none"> • Northcentral University 	<p>Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with parent company financial responsibility</p>

Committee on Academic and Workforce Success

AGENDA ITEM V-M

Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from United States American College of Business and Healthcare for an initial Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

United States American College of Business and Healthcare (USACBH), Austin, Texas, seeks approval for its first Certificate of Authority to award four degrees: Bachelor of Business Administration (BBA); Bachelor of Science in Traditional Chinese Medicine (BSTCM); Master of Business Administration (MBA); and Master of Business Administration in Healthcare Management (MBA-Healthcare). Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, the institution must have obtained accreditation from an accrediting agency recognized by the Coordinating Board.

The applicant institution, USACBH, has been created by dividing existing degree programs of Texas Health and Science University (THSU), Austin, Texas, between the new applicant institution and THSU, which operates under a Certificate of Authorization. This division was done as a response to the loss of US Department of Education (ED) recognition of THSU's current institutional accreditor, The Accrediting Council for Independent Colleges and Schools (ACICS) and ED's requirements for ACICS-accredited institutions to seek new recognized accreditation. ACICS has since had its recognition restored by United States Secretary of Education Betsy DeVos while she conducts a further review of documents submitted by ACICS during its renewal of recognition process. However, USACBH decided to continue the Certificate of Authority process as the final decision on ACICS' recognition has not been made.

USACBH will offer four of six degrees currently approved for Texas Health and Science University (THSU), Austin, Texas, as listed above. THSU will seek institutional accreditation from The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) for its Master and Doctorate of Acupuncture and Oriental Medicine programs.

USACBH was incorporated January 29, 2018. The mission of USACBH is to prepare students to become successful professionals in a diverse and vibrant global economy. Emphasis is placed on helping students improve their leadership potential by developing an entrepreneurial mindset and creating a value proposition to each of the stakeholders they serve.

USACBH has applied for its first Certificate of Authority as the institution works toward accreditation by an accrediting agency recognized by the Texas Higher Education

Coordinating Board. USACBH has not yet identified the recognized accreditor to which it will apply. The first Certificate of Authority would be valid from July 2018 to July 2020.

An on-site evaluation was conducted at USACBH on February 15-16, 2018. The Coordinating Board's Certification Advisory Council (CAC) reviewed the evaluation team's report and United States American College of Business and Healthcare's response to the evaluation report at its April 24, 2018 meeting. The CAC members voted 4 to 1 to recommend approval of USACBH's application for its first Certificate of Authority. The Commissioner of Higher Education concurs with the Council's recommendation.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation to the Committee relating to courses required for the General Drafting Program of Study

RECOMMENDATION: Approval

Background Information:

The Architecture and Construction Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Architecture and Construction Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Architecture and Construction POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Design and Documentation POS Subcommittee was created to identify the block of courses that should be included in the General Drafting POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Architecture and Construction POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the General Drafting POS Curriculum.

**Recommendations of the Architecture and Construction
Program of Study Advisory Committee**

General Drafting Program of Study

1. The Architecture and Construction POS Advisory Committee recommends adoption of the General Drafting POS curriculum. The POS Curriculum of General Drafting shall consist of 24 to 32 General Drafting semester credit hours that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

2. General Drafting POS description: A program that prepares individuals to apply technical skills to create working drawings and computer simulations for a variety of applications. Includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, computer applications, and interpersonal communications.

Table 1. shows the curriculum the Architecture and Construction POS Advisory Committee proposes for Coordinating Board approval.

Table 1. Proposed General Drafting Program of Study Curriculum

General Drafting		
Discipline Courses		
<i>Course Title</i>	<i>Course Number</i>	<i>SCH*</i>
Introduction to Technical Drawing	DFTG 1305/1405	3-4
Intermediate Computer-Aided Drafting	DFTG 2319/2419	3-4
Parametric Modeling and Design	DFTG 1345/1445	3-4
Advanced Computer-Aided Drafting	DFTG 2332/2432	3-4
Final Project - Advanced Drafting	DFTG 2338/2438	3-4
Mechanical Drafting	DFTG 1333/1433	3-4
Architectural Drafting - Residential	DFTG 1317/1417	3-4
Civil Drafting	DFTG 1330/1430	3-4
SUBTOTAL: Discipline Courses	SCH Subtotal:	24-32
Technical Elective Courses*	SCH Subtotal:	13-21
TOTAL - Program of Study recommendations (MAX 60 SCH with 15 SCH General Education)		45
*Colleges may select additional technical elective courses and/or higher credit hour options for some courses to complete a maximum of 45 SCH		

3. No specific General Education courses were recommended with the General Drafting POS curriculum.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-O

Consideration of adopting the Biology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Biology Field of Study

RECOMMENDATION: Approval

Background Information:

The Biology Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Biology degree program into which a student transfers. Students completing a Biology FOS receive full academic credit toward the degree program for the block of courses transferred.

The Biology FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Biology FOS Curriculum.

Recommendations of the 2018 Biology FOS Advisory Committee

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Biology shall consist of 18 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1. shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2018 Biology Field of Study Curriculum

Course Title	Course Number	Semester Credit Hours
Biology for Science Majors with Lab I	BIOL 1406 or BIOL 1306 and BIOL 1106	4
Biology for Science Majors with Lab II	BIOL 1407 or BIOL 1307 and BIOL 1107	4
General Chemistry with Lab I	CHEM 1411 or CHEM 1311 and CHEM 1111	4
General Chemistry with Lab II	CHEM 1412 or CHEM 1312 and 1112	4
Organic Chemistry with Lab I	CHEM 2423 or CHEM 2323 and CHEM 2123	4
College Physics with Lab I	PHYS 1401 or PHYS 1301 and PHYS 1101	4
TOTAL		24

2. Each of the courses in the FOS are offered in two different formats: a single four semester credit hour (SCH) course including a lab, or a three SCH lecture section with a separate one SCH lab. The two format options are equivalent for the purposes of the FOS.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on January 25, 2018. The 30-day comment period ended on February 24, 2018. The following comments were received and reviewed by the committee.

Institutional representatives recommended adding Biology courses.

COMMENT: Texas State University commented that its Wildlife majors take Fundamentals of Organic Chemistry with Lab (BIOL 2330, BIOL 2130) in place of Organic Chemistry I (CHEM 2423, or CHEM 2323 and CHEM 2123) and Organic Chemistry II. Lone Star College commented the curricula of BIOL 1414 and BIOL 1415 emphasize the cellular and molecular aspects of biology that have undergone advancements in the twenty-first century. Del Mar College recommended that the FOS include two full years of courses that will allow the students to transfer with a completed junior class standing. South Texas College recommended that the proposed FOS include more Biology courses and fewer Chemistry courses.

COMMITTEE RESPONSE: The committee considered all of the Biology courses in the *Academic Course Guide Manual (ACGM)*, but it decided that the FOS would only include the two standard introductory Biology courses. Students may take additional Biology courses outside of the FOS that may be eligible for transfer upon review by their respective four-year transfer institutions. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended adding Physics and Mathematics courses.

COMMENT: Houston Community College recommended that Physics II (PHYS 1402), Precalculus, and Calculus I be included in the FOS.

COMMITTEE RESPONSE: The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Biology majors. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended adding a Chemistry course.

COMMENT: Central Texas College and Lone Star College recommended adding Organic Chemistry with Lab II (CHEM 2424).

COMMITTEE RESPONSE: The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Biology majors. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended changes to the course offerings and alignments.

COMMENT: Temple College recommended that recent reductions of Biology offerings in the *Academic Course Guide Manual* have reduced colleges' ability to provide diverse course offerings. The FOS would disrupt course alignment currently in the Tuning Compact for Biology.

COMMITTEE RESPONSE: The proposed FOS is intended to supersede the Tuning Compact because the courses must transfer and apply to the degree program. The committee decided that local articulation agreements are best positioned to address course alignments. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-P

Consideration of adopting the Business Administration & Management Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Business Administration and Management Field of Study

RECOMMENDATION: Approval

Background Information:

The Business Administration and Management Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Business degree program into which a student transfers. Students completing a Business Administration and Management FOS receive full academic credit toward the degree program for the block of courses transferred.

The Business Administration and Management FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Business Administration and Management FOS Curriculum.

Recommendations of the 2018 Business Administration and Management FOS Advisory Committee

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Business Administration and Management shall consist of 24 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1. shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2018 Business Administration and Management Field of Study Curriculum

Course Title	Course Number	Semester Credit Hours
Mathematics for Business & Social Sciences	MATH 1324	3
Principles of Macroeconomics	ECON 2301	3
Principles of Microeconomics	ECON 2302	3
Business Computer Applications	BCIS 1305	3
Principles of Financial Accounting	ACCT 2301	3
Principles of Managerial Accounting	ACCT 2302	3
Business Principles	BUSI 1301	3
Business Statistics	BUSI 23XX	3
TOTAL		24

2. The Field of Study Curriculum (FOSC) for Business Administration and Management is the set of lower division courses that must be applied to any undergraduate Business-related major within the 52 two-digit CIP code, other than Economics. This includes Accounting, Finance, Marketing, Business/Commerce, and Management Information Systems programs.
3. One approved by the Board, this FOSC replaces the existing Business Administration and Management FOSC which has been in effect since 2001.
4. The Business Administration and Management Field of Study Advisory Committee recommends the following course changes and additions:
 - BCIS 1305, Business Computer Applications: The Committee recommends that the learning objectives as stated in the *Academic Course Guide Manual (ACGM)* be adjusted to include more Excel programming and web-based skills.
 - BUSI 23XX, Business Statistics: This would be a new lower-division course to be included in the ACGM.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on January 26, 2018. The 30-day comment period ended on February 25, 2018. The following comments were received and reviewed by the committee.

Institutional representatives commented on the scope of the FOS.

COMMENT: University of Houston, Houston Community College, Texas A&M University, The University of Texas Austin, Alvin Community College, South Texas College, The University of Texas at El Paso, Kilgore Community College, and Austin Community College made supportive comments about the purpose and application of the FOS.

COMMITTEE RESPONSE: No committee response required.

COMMENT: The University of Texas Permian Basin opposed adoption of the FOS as proposed and recommended reducing the 24 SCH of the FOS.

COMMITTEE RESPONSE: The committee considered this alternative during deliberations. The committee decided that 24 SCH represents the appropriate amount of lower-division coursework needed for success at the upper division. Courses in the FOS can count toward requirements for the major, core curriculum selections, or free electives. **The committee made no changes to the proposed FOS.**

COMMENT: Alvin Community College recommended that the Business Administration and Management FOS not apply to Marketing, Business/Commerce, Finance, or Management Information Systems majors.

COMMITTEE RESPONSE: The committee considered these alternatives during deliberations. The committee determined that the FOS represents foundational courses that apply to all Business majors, with the exception of Economics. **The committee made no changes to the proposed FOS.**

COMMENT: Texas A&M University and The University of Texas at Austin recommended including exception notes in the FOS that disclose to prospective transfers the courses they need to facilitate transfer at those institutions.

COMMITTEE RESPONSE: Institutions are in the best position to communicate their specific degree requirements to students at their transfer partner institutions. Institutions can include additional courses beyond the FOS at the upper-division level. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended adding courses to the FOS.

COMMENT: The University of Texas of the Permian Basin recommended adding Business Law (BUSI 2301), The University of Texas at El Paso recommended adding Business Ethics & Accountability, The University of Texas at El Paso and Tarrant County College recommended adding a Speech course, South Texas College recommended adding a lab option for Accounting courses, and University of North Texas recommended adding a course on the human aspects of Enterprise Management and Success.

COMMITTEE RESPONSE: The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Business Administration and Management majors. **The committee made no changes to the proposed FOS.**

Institutional representatives commented on the Math requirements.

COMMENT: San Antonio College, The University of Texas Austin, The University of Texas of the Permian Basin, Texas A&M University, Houston Community College, University of Houston Clear Lake, Tyler Junior College, and St. Philip's College made the case to include Calculus (MATH 1325).

- San Antonio College and The University of Texas at Austin recommend replacing Mathematics for Business & Social Sciences (MATH 1324) with Calculus (MATH 1325).
- Houston Community College, The University of Texas El Paso, and Alamo Community College support including Calculus (MATH 1325).
- Tyler Junior College and St. Philip's College expressed concern that eliminating higher-level mathematics like Calculus would inhibit transfer.
- The University of Texas of the Permian Basin expressed the belief that Calculus (MATH 1325/2413) is essential for financial analysis, and its absence would cause problems with accreditation.
- Texas A&M University recommended both MATH 1324 and MATH 1325 as a unit.
- University of Houston-Clear Lake recommends substituting Algebra (BUSI 1314) for MATH 1324.

COMMITTEE RESPONSE: The committee considered these alternatives during deliberations. It was determined that MATH 1324 was the most appropriate course at the lower division level. **The committee made no changes to the proposed FOS.**

COMMENT: The University of Texas Austin, University of Houston-Clear Lake, Alamo Community College, Houston Community College, Alvin College, St. Philip's College, Texas A&M University-Commerce, Tarrant County College, Tyler Junior College, and Kilgore College recommended alternative treatment of instruction in statistics at the lower division level.

- University of Houston-Clear Lake and Alamo Community College recommended Business Statistics as an upper-division course.
- Tarrant County College and Tyler Junior College recommended substituting MATH 1342 for BUSI 23XX.
- The University of Texas at Austin recommended removing Business Statistics (BUSI 23XX).
- Texas A&M University-Commerce recommended including a specialized Mathematics for Business Applications course.
- Houston Community College expressed the belief that Business Statistics would be too great a challenge for their students.
- Alvin College concluded that adding BUSI 23XX is not a viable option for their program.
- St. Philip's College noted BUSI 23XX would not transfer.
- Kilgore College recommended an additional statistics course along with the proposed new BUSI 23XX.

COMMITTEE RESPONSE: The committee considered these alternatives during deliberations. It decided that Business majors need to be introduced to statistics instruction at the lower-division level. Additional specialized methods courses are best used as electives or upper-division courses. **The committee made no changes to the proposed FOS.**

COMMENT: The University of Texas El Paso recommended separate math requirements for Finance, Accounting, and Marketing.

COMMITTEE RESPONSE: The committee considered this alternative during deliberations. Because the FOS should be the minimum number of courses common to all Business

Administration and Management majors, the committee decided that MATH 1324 is the appropriate course for all variations of Business programs. **The committee made no changes to the proposed FOS.**

Institutional representatives commented on the Data Analytics requirements.

COMMENT: University of Houston, Houston Community College, and The University of Texas El Paso supported the adjustment to Business Computer Applications (BCIS 1305) to include more Excel programming.

COMMITTEE RESPONSE: No response required.

COMMENT: Texas A&M University-Commerce recommended revising BCIS 1305 to include data analytics.

COMMITTEE RESPONSE: The committee agrees with the recommendation to include data analytics when revising the learning outcomes of BCIS 1305.

COMMENT: The University of Texas of the Permian Basin recommended dropping Business Computer Applications (BCIS 1305) from the FOS, and Texas A&M University recommended adding a specific new course in data analytics.

COMMITTEE RESPONSE: The committee considered these alternatives during deliberations. The committee decided it was important for students to acquire data analytics and quantitative skills through a revised version of BCIS 1305 that includes an emphasis on Excel and data analytics. **The committee added data analytics to the learning outcomes of BCIS 1305.**

Institutional representatives recommended deletions from the FOS.

COMMENT: Weatherford College, Texas A&M University, Texas A&M University-Commerce, The University of Texas of the Permian Basin, The University of Texas at Austin, Alamo Community College, Houston Community College, St. Philip's College, The University of Texas at El Paso, and Galveston College suggested removing or replacing Business Principles (BUSI 1301).

- Weatherford College, Texas A&M University, and Galveston College recommended removing Business Principles due to redundancy.
- The University of Texas at Austin, Texas A&M University-Commerce, Alamo Community College, Houston Community College, and St. Philip's College stated that Business Principles would not be accepted for transfer credit.
- The University of Texas at El Paso recommended converting Business Principles into a Global Enterprise course.

COMMITTEE RESPONSE: The committee considered these alternatives during deliberations. The committee decided that Business Principles is an important foundation which should to be taken as a lower division course. Specific course content should be left to

the discretion of individual institutions and faculty. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

AGENDA ITEM V-Q

Consideration of adopting the Criminal Justice Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Criminal Justice Field of Study

RECOMMENDATION: Approval

Background Information:

The Criminal Justice Field of Study Advisory Committee was charged to review the existing Criminal Justice Field of Study (FOS) approved by the Board in January 2003. The committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Criminal Justice degree program into which a student transfers. Students completing a Criminal Justice Field of Study receive full academic credit toward the degree program for the block of courses transferred.

The Criminal Justice FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Criminal Justice Field of Study Curriculum. The Committee recommends no changes to the existing Field of Study.

Recommendations of the 2018 Criminal Justice FOS Advisory Committee

Table 1. lists the lower-division courses included in the current Criminal Justice Field of Study Curriculum.

The committee recommends making no changes. The FOS for Criminal Justice shall consist of 15 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1. shows the current curriculum the committee proposes for Coordinating Board renewal.

Table 1. Criminal Justice Field of Study Curriculum

Course Title	Course Number	Semester Credit Hours
Introduction to Criminal Justice	CRIJ 1301	3
Court Systems & Practices	CRIJ 1306	3
Fundamentals of Criminal Law	CRIJ 1310	3
Correctional Systems & Practices	CRIJ 2313	3
Police Systems & Practices	CRIJ 2328	3
TOTAL		15

The proposed FOS was distributed to all chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on February 15, 2018. The 30-day comment period ended on March 16, 2018.

COMMENT: The University of Texas at Dallas, South Texas College, Austin Community College, Kilgore College, Houston Community College, and Tyler Junior College were all satisfied with the Criminal Justice FOS and expressed approval for the committee making no changes.

COMMITTEE RESPONSE: No response required.

COMMENT: Faculty at Weatherford College recommended that the FOS include Criminal Investigation (CRIJ 2314) instead of Correctional Systems & Practices (CRIJ 2328).

COMMITTEE RESPONSE: The committee considered the Criminal Investigation course during deliberations and decided that the course content was specific and would not necessarily apply to all Criminal Justice students. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-R

Consideration of adopting the Political Science Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Political Science Field of Study

RECOMMENDATION: Approval

Background Information:

The Political Science Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Political Science degree program into which a student transfers. Students completing a Political Science FOS receive full academic credit toward the degree program for the block of courses transferred.

The Political Science FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Political Science FOS Curriculum.

Recommendations of the 2018 Political Science FOS Advisory Committee

The committee recommends adoption of the 2018 FOS curriculum. The FOS for Political Science shall consist of 12 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1. shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2018 Political Science Field of Study Curriculum

Course Title	Course Number	SCH
Introduction to Political Science	GOVT 2304	3
Federal Government (Federal Constitution & Topics)	GOVT 2305	3
Texas Government (Texas Constitution & Topics)	GOVT 2306	3
Elementary Statistical Methods	MATH 1342	3
TOTAL		12

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on February 15, 2018. The 30-day comment period ended on March 23, 2018. The following comments were received and reviewed by the committee.

Institutional representatives indicated support for the FOS.

COMMENT: Dallas County Community College District and The University of Texas at Dallas supported the proposed FOS. South Texas College indicated support for Introduction to Political Science (GOVT 2304), Federal Government (GOVT 2305), and Texas Government (GOVT 2306).

COMMITTEE RESPONSE: No response required.

Institutional representatives commented on Elementary Statistical Models (MATH 1342).

COMMENT: Three institutions recommended dropping Elementary Statistical Models (MATH 1342) from the FOS. El Paso Community College stated that Introduction to Political Science (GOVT 2304) could include the appropriate research methods content. Texas State University said that it has a more appropriate discipline-specific course at the upper-division level. Texas Tech University also has no equivalent course they could offer credit for at the lower division.

South Texas College suggested that the 4 SCH version of MATH 1342 or Statistical Methods in Psychology (PSYC 2317) be offered as options.

COMMITTEE RESPONSE: The committee felt that it is important for students to have statistical and research methods skills early in their programs. MATH 1342 is an appropriate course in the subject offered frequently at many, but not all, institutions. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended additions to the FOS.

COMMENT: South Texas College recommended adding Mexican American Politics (GOVT 2311) because the FOS is to be accepted at all institutions. South Texas College also recommended a future course in Holocaust and genocide studies. Texas Tech University suggested their introductory course on Political Science (POLS 1301) because it is a prerequisite for its program's upper-division courses. Houston Community College recommended adding an Academic Cooperative, Microeconomics, and Macroeconomics. El Paso Community College recommended creating a new course in Introduction to Political Analysis.

COMMITTEE RESPONSE: The committee considered all of the available Political Science courses in the *Academic Course Guide Manual* and other relevant courses outside of Political

Science. The topic of economics was given detailed consideration. The committee determined that the courses in the proposed FOS are the ones most appropriate for all Political Science majors, and other courses are best left to core curriculum selections, upper-division requirements, or free electives. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended deletions from the FOS.

COMMENT: The University of Texas Rio Grande Valley commented that the state-mandated courses in Federal Government (GOVT 2305) and Texas Government (GOVT 2306) should be the only two courses in the FOS. Texas Tech University, Texas State University, and The University of Texas Rio Grande Valley recommended dropping Introduction to Political Science (GOVT 2304) because they offer no clear lower-division equivalent to it, and it is an outdated course that is not regularly offered by universities.

COMMITTEE RESPONSE: The committee discussed Introduction to Political Science at length, and it determined that the course is a sound gateway course to the discipline for new and potential Political Science majors. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-S

Consideration of adopting the Psychology Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Psychology Field of Study

RECOMMENDATION: Approval

Background Information:

The Psychology Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Psychology degree program into which a student transfers. Students completing a Psychology FOS receive full academic credit toward the degree program for the block of courses transferred.

The Psychology FOS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Psychology FOS Curriculum.

Recommendations of the 2018 Psychology FOS Advisory Committee

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Psychology shall consist of 18 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1. shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2018 Psychology Field of Study Curriculum

Course Title	Course Number	Semester Credit Hours
General Psychology	PSYC 2301	3
Lifespan Growth & Development	PSYC 2314	3
Statistical Methods in Psychology	PSYC 2317	3
Social Psychology	PSYC 2319	3
Abnormal Psychology	PSYC 2XXX	3
Biological Psychology	PSYC 2XXX	3
TOTAL		18

2. The Committee recommends that a new course in Abnormal Psychology be added to the *Academic Course Guide Manual* and be included as part of the FOS. The course number will be assigned by Coordinating Board staff after approval.
3. The Committee recommends that a new course in Biological Psychology, covering topics such as brain physiology and the neurological sources of behavior, be added to the *Academic Course Guide Manual* and be included as part of the FOS. The course number will be assigned by Coordinating Board staff after approval.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on January 26, 2018. The 30-day comment period ended on February 25, 2018. The following comments were received and reviewed by the committee.

Institutional representatives recommended adding courses to the FOS.

COMMENTS: San Jacinto Community College, Tarleton State University, St. Philip's College, Houston Community College, and Alvin Community College were in favor of adding Psychology of Adjustment (PSYC 2315 or PSYC 2389) to the FOS. Texas A&M University-San Antonio recommended adding Psychological Research and Statistics (PSYC 2388). San Jacinto Community College recommended adding courses in Cognitive Psychology and Human Sexuality. El Paso Community College recommended adding Industrial/Organizational Psychology. Lone Star Community College and El Paso Community College recommended adding Psychology of Personality (PSYC 2316). South Texas College recommended adding Learning Frameworks (PSYC 1300) to the FOS.

COMMITTEE RESPONSE: The committee considered these courses during deliberations and decided that the course content was specific and not necessarily applicable to all Psychology majors. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended adding College Algebra (MATH 1314).

COMMENT: Houston Community College recommended adding a course in College Algebra (MATH 1314) to the FOS.

COMMITTEE RESPONSE: The committee considered this course, but it decided that MATH 1314 is already likely to be a prerequisite for later Math courses in the core or in the major. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended deleting courses from the FOS.

COMMENT: Texas A&M University-San Antonio, Texas State University, Central Texas College, and Tarrant County College recommended dropping Social Psychology (PSYC 2319) from the FOS. Texas A&M University-San Antonio, University of Houston, and Tarrant County College recommended dropping Lifespan Growth and Development (PSYC 2314) from the FOS.

COMMITTEE RESPONSE: The committee decided that the proposed FOS represents the appropriate range of courses that every Psychology major needs to promote success at the upper-division level. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended deleting proposed new courses in Abnormal Psychology and Biological Psychology.

Texas A&M University-San Antonio, San Jacinto Community College, Texas State University, University of Houston, The University of Texas at Dallas, The University of Texas at Arlington, Tarrant County College, South Texas College, Texas Tech University, West Texas A&M University, Lone Star College, and Tarleton State University recommended dropping the proposed Abnormal Psychology (PSYC 2XXX) from the FOS. San Jacinto Community College recommended dropping the proposed Biological Psychology (PSYC 2XXX) from the FOS.

COMMITTEE RESPONSE: The committee considered these courses during deliberations, but it decided that it is important for undergraduates to be exposed to the topics early in their programs. The committee carefully considered the appropriate level for both courses, and it decided these courses are an important foundation for all advanced coursework in Psychology. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended making course substitutions.

COMMENT: San Jacinto Community College, University of Houston, The University of Texas at Dallas, The University of Texas at Arlington, Lone Star College, Central Texas College, and Texas Tech University recommended substituting Psychological Research and Statistics I (PSYC 2388) for Statistical Methods in Psychology (PSYC 2317), or changing the name of Statistical Methods in Psychology to Statistical Methods in Behavioral Science.

San Jacinto Community College and Central Texas College recommended cross-listing Abnormal Psychology (PSYT 2X31) from the *Workforce Education Course Manual* and the proposed Abnormal Psychology (PSYC 2XXX) from the *Academic Course Guide Manual*.

COMMITTEE RESPONSE: The committee considered several options, but it decided that the proposed combination of courses was the simplest and most appropriate for all Psychology majors. The committee felt it was important for students to be introduced to statistics at the introductory level while preserving institutions' flexibility to define and program additional advanced courses or labs. The committee considered Abnormal Psychology (PSYT 2X31), but it decided that it is more of a workforce course, and a new academic course in the topic would be more appropriate. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended changes to the Growth & Development Courses (PSYC 2314).

COMMENT: Texas A&M University-San Antonio, University of Houston, and Tarrant County College recommended dropping Lifespan Growth and Development (PSYC 2314) from the

FOS. Lone Star College recommended adding Childhood Growth and Development (PSYC 2308) to the FOS. Alvin Community College recommended adding an option to take either Child/Adolescent Psychology or Lifespan Growth & Development.

COMMITTEE RESPONSE: The committee considered these courses, but it decided that the topics of childhood and adolescent psychology are sufficiently introduced in Lifespan Growth & Development. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended specifying the Natural Sciences selections for the core.

COMMENT: San Antonio College recommended that the committee specify the courses students should take for the Natural Sciences portion of the core curriculum.

COMMITTEE RESPONSE: The committee decided that these choices are best left to students and their advisors. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended reducing the semester credit hours (SCH) of the FOS.

COMMENT: The University of Texas at Dallas and The University of Texas at Arlington recommend reducing the SCH requirements for the FOS.

COMMITTEE RESPONSE: The committee decided that 18 SCH covers the necessary requirements for a Psychology FOS while preserving student options for electives. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-T

Consideration of adopting the recommendation of the Social Work Field of Study Advisory Committee's recommendation to the Committee relating to courses required for the Board-approved Social Work Field of Study

RECOMMENDATION: Approval

Background Information:

The Social Work Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Social Work degree program into which a student transfers. Students completing a Social Work FOS receive full academic credit toward the degree program for the block of courses transferred.

The Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Social Work FOS Curriculum.

Recommendations of the 2018 Social Work FOS Advisory Committee

1. The committee recommends adoption of the 2018 FOS curriculum. The FOS for Social Work shall consist of 15 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1. shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2018 Social Work Field of Study Curriculum

Course Title	Course Number	Semester Credit Hours
Introduction to Social Work	SOCW 2361	3
Social Welfare as a Social Institution	SOCW 2362	3
Social Problems	SOCI 1306	3
Statistics	Either MATH 1342 or PSYC 2317	3
Academic Cooperative	SOCW 2XXX	3
TOTAL		15

2. The Committee recommends that a new Academic Cooperative course be added to the *Academic Course Guide Manual* and be included as part of the FOS. The course number will be assigned by Coordinating Board staff after approval.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on March 22, 2018. The 30-day comment period ended on April 23, 2018. The following comments were received and reviewed by the committee.

Institutional representatives indicated support for the FOS.

COMMENT: Tarrant County College-Northeast Campus, Houston Community College, and South Texas College were supportive of the FOS as proposed. University of Houston-Clear Lake supports the inclusion of Social Problems (SOC1 1306) and Statistics (MATH 1342).

COMMITTEE RESPONSE: No response required.

Institutional representatives recommended changes to course content.

COMMENT: University of Houston-Downtown commented that Introduction to Social Work (SOCW 2361) and Social Welfare as a Social Institution (SOC1 2362) are not always equivalent to the courses taught at four-year institutions. University of Houston-Downtown recommended requiring a minimum of 10 direct contact hours of service learning to Introduction to Social Work (SOCW 2361) so the course would be comparable to their offerings.

COMMITTEE RESPONSE: The committee decided that specific course content be left to the discretion of individual institutions and instructors. Colleges and universities are encouraged to create transfer agreements to promote consistency across course content. **The committee made no changes to the proposed FOS.**

Institutional representatives commented on the application of credit hours.

COMMENT: The University of Houston-Downtown and University of Houston-Clear Lake asked if the courses can apply to the major or the student's entire 120 semester credit hours (SCH) degree plan. The University of Houston-Downtown expressed concern that a four-year institution is obligated to accept a student into a degree program if the student has completed the FOS.

COMMITTEE RESPONSE: Courses can apply toward the core curriculum, requirements for the major, or electives. A single course can count toward more than one category according to institutional policies. Any student who completes an FOS must still meet the full admission requirements for acceptance into a degree program. **The committee made no changes to the proposed FOS.**

Institutional representatives commented on the proposed Academic Cooperative course.

COMMENT: University of Houston-Downtown, Lee College, and The University of Texas at Arlington expressed concern that social service agencies not mistake the proposed Academic Cooperative (SOC1 2XXX) as the equivalent to an upper-division field practicum experience, which has specific accreditation requirements. Lee College asked if the course would provide a new student experience, or if it is a replacement for a practicum course. Texas Tech University recommended dropping the Academic Cooperative, as not all institutions incorporate service projects into lower division coursework, and such projects need to be carefully planned and integrated. The course places an extra burden on social work supervisors. University of Houston-Clear Lake recommended dropping the Academic Cooperative because integration with Introduction to Social Work is the better place to include service learning. Students must have supervision by a licensed social worker and be prepared academically. El Paso Community College stated that the Academic Cooperative should include relationship building, assessment, plans of action, elements of society, and technological innovations. The University of Texas at Arlington added that a clear course description and learning outcomes are needed to ensure consistency across institutions.

COMMITTEE RESPONSE: The committee decided that it is important for students to be introduced to direct social work experiences early in the program. It is up to the receiving institution to determine course equivalencies. The wording of the course description and learning outcomes will be determined by a separate Learning Outcomes workgroup, although the committee agreed with the suggestion that the course description needs to be detailed. The committee decided that specific course content be left to the discretion of individual institutions and instructors. Colleges and universities are encouraged to create transfer agreements to promote consistency across course content. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended changes to the course selection in the FOS.

COMMENT: Lee College recommended adding a course in Ethics. University of Houston-Clear Lake recommended adding a course in Human Biology. Kilgore College recommended adding Introduction to Sociology and Introduction to Psychology. Kilgore College also recommended cutting Social Problems (SOC1 1306), as not all programs require it. Texas Tech University stated that the FOS should focus on general education requirements, allowing institutions to make their own curricula, set their own SCH requirements, and decide the appropriate levels for each course. Texas Tech expressed concern that accreditors expect programs to adapt to changing needs, and a uniform FOS inhibits that and therefore jeopardizes accreditation.

COMMITTEE RESPONSE: The committee considered these courses during deliberations. Because the FOS should be the minimum and necessary number of courses common to all Social Work majors, the committee decided that courses in Ethics, Biology, Sociology, and Psychology are best used as electives, core selections, or upper-division courses. Colleges and universities are encouraged to create transfer agreements to promote consistency across

course content and offer students information on ideal core course selections for transfer to specific programs. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-U

Consideration of adopting the staff recommendation to the Committee relating to the proposed revisions to the Texas College and Career Readiness Standards for English Language Arts and Math

Authority: Texas Education Code, Section 28.008
Advancement of College Readiness in Curriculum
83rd Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

Texas Education Code (TEC), Section 28.008, entitled "Advancement of College Readiness in Curriculum," was created by the Third Special Called Session of the 79th Texas Legislature. This section requires that the Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB) establish discipline-based vertical teams to develop College and Career Readiness Standards (CCRS) that address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. TEC, Section 28.008 was amended by the 83rd Texas Legislature, Regular Session, to require that vertical teams periodically review the college readiness standards and expectations and recommend any revisions of the standards for approval.

In fall 2017, the THECB contracted with Texas Tech University to facilitate the discipline-based vertical team review and revision process. Based on nominations solicited from all Texas public institutions of higher education, the THECB appointed academic and career/technical content experts to the English Language Arts (ELA) and Mathematics vertical teams. The TEA likewise appointed academic and career/technical content experts to each of the teams. The revised CCRS developed by the teams were shared with business and industry leaders to receive feedback for consideration in any final recommendations proposed by the vertical teams. The proposed revised CCRS were posted to the *Texas Register* on March 16, 2018, providing opportunity for written public comment, as outlined in TEC, Section 28.008. Following a 30-day comment period, eight (8) comments were received. After thorough review of the submitted comments, vertical team members recommended final approval of the proposed revised CCRS **with no changes**. A complete text of the proposed revisions to the CCRS for ELA and Math can be found at: <http://www.thecb.state.tx.us/TxCCRS>.

Supplemental materials with the public comments and staff response will be provided prior to the Committee on Academic and Workforce Meeting on June 20, 2018.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Revised College and Career Readiness Standards for English/Language Arts

I. Writing

- A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.
1. Determine effective approaches, genres, [~~forms,~~] rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.
 2. Generate ideas, [~~and~~] gather information, and manage evidence relevant to the topic and purpose. [~~keeping careful records of outside sources.~~]
 3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; [~~]~~ organize material generated; [~~]~~ and formulate a thesis or purpose statement.
 4. Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively. [~~Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.~~]
 5. Edit writing for audience, purpose, context, and style, [~~proper voice, tense and syntax~~] assuring that it conforms to Standard American [~~standard~~] English, when appropriate.

II. Reading

- A. [~~Locate explicit textual information, draw complex inferences, and~~] Identify, analyze, and evaluate [~~the~~] information [~~and meaning~~] within and across texts of varying lengths and genres.
1. Use effective reading strategies to determine a written work's purpose and intended audience.
 2. Use text features [~~and graphics~~] to form an overview of [~~informational texts and to determine where~~] content and to locate information.
 3. Identify explicit and implicit textual information including main ideas and author's purpose.
 4. Make evidence-based inferences about a text's meaning, intent, and values. [~~Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.~~]
 5. Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning. [~~the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentations and the credibility of an argument.~~]
 - [6. —Analyze imagery in literary texts.]

- ~~6.[7.]—Identify and analyze the author’s use of rhetorical and literary devices to create meaning and affect the reader.[–Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.]~~
- ~~7.[8:] Compare and analyze how [generic] features of genre are used across texts.~~
- ~~8.[9:] Identify, [and] analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.[–the audience, purpose, and message of an informational or persuasive text.]~~
- ~~[10.] Identify and analyzed how an author’s use of language appeal to the senses, creates imagery, and suggests mood.]~~
- ~~[11.] Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.]~~
- B. ~~Apply a variety of strategies to determine the meanings of unfamiliar words and phrases.[–Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.]~~
- ~~1. Identify new words and concepts acquired through study of their relationships to other words and concepts.~~
 - ~~2. Apply knowledge of roots and affixes to infer the meanings of new words.~~
 - ~~3. Use reference guides to confirm the meanings of new words or concepts.~~
 - ~~4. Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.~~
- C. ~~Read and analyze literary and other texts from a variety of cultural and historical contexts.[–Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.]~~
- ~~1. Read widely, including complete a wide variety of texts from American, British, [European] and world literatures.~~
 - ~~2. Analyze the relationships between works of literature and the historical periods and cultural contexts in which they were written.[–Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.]~~
 - ~~3. Examine the influence of myths, oral traditions, and Classical literature on subsequent works over time. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.~~
- ~~[4.] Analyze and compare the use of language in literary works from a variety of world cultures.]~~
- D. ~~Acquire insights about oneself, others, or the world from reading diverse texts.[Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.]~~
- ~~1. Make text-to-self, text-to-text, and text-to-world connections.[Describe insights gained about oneself, others, or the world from reading specific texts.]~~

2. Recognize the potential of diverse texts to cultivate empathy.[Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.]
3. Appreciate the aesthetic qualities and values of diverse texts.

III. Speaking

- A. Understand the elements of both formal and informal communication in group discussions, one-on-one situations, and presentations.[Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).]
1. Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions.[Understand how style and content of spoken language varies in different contexts and influences listener's understanding.]
 2. Engage in reasoned dialogue, including with people who have different perspectives.[Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.]
 3. Understand how style, register, and content of spoken language vary in different contexts and influence the listener's understanding.
 4. Adjust delivery, vocabulary, and length of message for particular audiences, purposes, and contexts.
 5. Plan and deliver focused, coherent presentations that convey clear and distinct perspectives and demonstrate sound reasoning.
- [B. ~~Develop effective speaking styles for both group and one-on-one situations.~~
1. ~~Participate actively and effectively in one-on-one oral communication situations.~~
 2. ~~Participate actively and effectively in group discussions.~~
 3. ~~Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.~~

IV. Listening

- A. Apply listening skills [as an individual and as a member of a group] in a variety of settings and contexts.[(e.g., lectures, discussions, conversations, team projects, presentations, interviews).]
1. Use a variety of active listening strategies to enhance comprehension.[Analyze and evaluate the effectiveness of a public presentation.]
 2. Listen critically and respond appropriately.[Interpret a speaker's message; identify the position taken and the evidence in support of the position.]
 3. Develop an awareness of rhetorical and stylistic choices used to convey a message.[Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, note cues such as change of pace or particular words that

indicate a new point is about to be made, select and organize key information).]

4. Comprehend detailed instructions, explanations, and directions in a range of contexts (e.g., specialized contexts such as workplace procedures and operating instructions).
5. Recognize fillers, intentional pauses, and placeholders in speech (e.g., um) and make inferences in context.

[B. ~~Listen effectively in informal and formal settings.~~

1. ~~Listen critically and respond appropriately to presentations.~~
2. ~~Listen actively and effectively in one-on-one communication situations.~~
3. ~~Listen actively and effectively in group discussions.]~~

V. **Research**

A. Formulate topic and questions.

1. Articulate and investigate research questions.[~~Formulate research questions.]~~
2. Explore and refine a research topic.
3. Devise[~~Refine research topic and devise~~] a plan[~~timeline~~] for completing work on time.

B. Locate, evaluate, and select [~~Select~~] information from a variety of sources.

1. Explore and collect a range of potential sources.[~~Gather relevant sources.]~~
2. Distinguish between and among primary and secondary sources.[~~Evaluate the validity and reliability of sources.]~~
3. Assess the relevance and credibility of sources.[~~Synthesize and organize information effectively.]~~

C. Design and produce an effective product.[~~Produce and design a document.]~~

1. Integrate and organize material effectively.[~~Design and present an effective product.]~~
2. Use and attribute source material ethically.[~~Use source material ethically.]~~
3. Follow relevant rules governing attribution.

Revised College and Career Readiness Standards for Mathematics

I. Numeric Reasoning

- A. Number representations and operations
 - 1. Compare relative magnitudes of rational and irrational numbers, [real numbers] and understand that numbers can be represented in different ways.
 - 2. Perform computations with rational and irrational numbers. [~~Define and give examples of complex numbers.~~]
- B. Number sense and number concepts [~~operations~~]
 - 1. Use estimation to check for errors and reasonableness of solutions. [~~Perform computations with real and complex numbers.~~]
 - 2. Interpret the relationships between the different representations of numbers.
- C. Systems of measurement [~~Number sense and number concepts~~]
 - 1. Select or use the appropriate type of method, unit, and tool for the attribute being measured. [~~Use estimation to check for errors and reasonableness of solutions.~~]
 - 2. Convert units within and between systems of measurement.

II. Algebraic Reasoning

- A. Identifying e[E]xpressions and equations
 - 1. Explain [~~and differentiate~~] the difference between expressions and equations. [~~using words such as "solve," "evaluate," and "simplify."~~]
- B. Manipulating expressions
 - 1. Recognize and use algebraic [(field)] properties, concepts, [~~procedures,~~] and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).
- C. Solving equations, inequalities, and systems of equations and inequalities
 - 1. Describe and interpret solution sets of equalities and inequalities. [~~Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.~~]
 - 2. Explain the difference between the solution set of an equation and the solution set of an inequality.
 - 3. Recognize and use algebraic properties, concepts, and algorithms to solve equations, inequalities, and systems of linear equations and inequalities.
- D. Representing relationships [~~Representations~~]
 - 1. Interpret multiple representations of equations, inequalities, and relationships.

2. Convert~~[Translate]~~ among multiple representations of equations, inequalities, and relationships.

III. **Geometric and Spatial Reasoning**

- A. Figures and their properties
 1. Recognize characteristics and dimensional changes of two- and three-dimensional figures.~~[Identify and represent the features of plane and space figures.]~~
 2. Form and validate~~[Make, test, and use]~~ conjectures about one-, two-, and three-dimensional figures and their properties.
 3. Recognize and apply right triangle relationships including basic trigonometry.
- B. Transformations and symmetry
 1. Identify ~~[and apply]~~ transformations and symmetries of ~~[to]~~ figures.
 2. Use transformations to investigate congruence, similarity, and symmetries of figures.~~[Identify the symmetries of a plane figure.]~~
 - ~~[3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.]~~
- C. Connections between geometry and other mathematical content strands
 1. Make connections between geometry and algebraic equations.~~[algebra.]~~
 2. Make connections between geometry, statistics, and probability.
 - ~~[3. Make connections between geometry and measurement.]~~
- D. Measurements involving geometry and algebra~~[Logic and reasoning in geometry]~~
 1. Find the perimeter and area of two-dimensional figures.~~[Make and validate geometric conjectures.]~~
 2. Determine the surface area and volume of three-dimensional figures.~~[Understand that Euclidean geometry is an axiomatic system.]~~
 - ~~[3. Determine indirect measurements of geometric figures using a variety of methods.]~~

[IV. Measurement Reasoning

- A. Measurement involving physical and natural attributes
 1. Select or use the appropriate type of unit for the attribute being measured.
- B. Systems of measurement
 1. Convert from one measurement system to another.
 2. Convert within a single measurement system.
- C. Measurement involving geometry and algebra
 1. Find the perimeter and area of two-dimensional figures.
 2. Determine the surface area and volume of three-dimensional figures.

3. Determine indirect measurements of figures using scale drawings, similar figures, the Pythagorean Theorem, and basic trigonometry.
- D. Measurement involving statistics and probability
1. Compute and use measures of center and spread to describe data.
 2. Apply probabilistic measures to practical situations to make an informed decision.]

IV. [V.] Probabilistic Reasoning

- A. Counting principles
1. Determine the nature and the number of elements in a finite sample space.
- B. Computation and interpretation of probabilities
1. Compute and interpret the probability of an event and its complement.
 2. Compute and interpret the probability of [conditional and] compound events.
- C. Measurement involving probability
1. Use probability to make informed decisions.

V. [VI.] Statistical Reasoning

- A. Design a study[-Data collection]
1. Formulate a statistical question, plan an investigation, and collect data.[-Plan a study.]
- B. Describe data
1. Classify [Determine] types of data.
 2. Construct [Select and apply] appropriate visual representations of data.
 3. Compute and describe the study data with measures of center and basic notions of spread. [summary statistics of data.]
 4. Describe patterns and departure from patterns in the study [a set of] data.
- C. [Read,] A[a]nalyze, interpret, and draw conclusions from data
1. Analyze data sets using graphs and summary statistics.[-Make predictions and draw inferences using summary statistics.]
 2. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.[-Analyze data sets using graphs and summary statistics.]
 3. Make predictions using summary statistics.[-Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.]
 4. Identify and explain misleading uses of data.[-Recognize reliability of statistical results.]

VI. [VII.] Functions

- A. Recognition and representation of functions

1. Recognize if [whether] a relation is a function.
 2. Recognize and distinguish between different types of functions.
- B. Analysis of functions
1. Understand and analyze features of a functions.
 2. Algebraically construct and analyze new functions.
- C. Model real-world situations with functions
1. Apply known functions to model real-world situations. [-models.]
 2. Develop a function to model a situation.

VII. ~~VIII.~~ Problem Solving and Reasoning

- A. Mathematical problem solving
1. Analyze given information.
 2. Formulate a plan or strategy.
 3. Determine a solution.
 4. Justify the solution.
 5. Evaluate the problem-solving process.
- B. Proportional [~~Logical~~] reasoning
1. Use proportional reasoning to solve problems that require fractions, ratios, percentages, decimals, and proportions in a variety of contexts using multiple representations. [~~Develop and evaluate convincing arguments.~~]
 - [2. Use various types of reasoning.]
- C. Logical reasoning [~~Real-world problem solving~~]
1. Develop and evaluate convincing arguments. [~~Formulate a solution to a real world situation based on the solution to a mathematical problem.~~]
 2. Understand attributes and relationships with inductive and deductive reasoning. [~~Use a function to model a real world situation.~~]
 - [3. Evaluate the problem-solving process.]
- D. Real-world problem solving
1. Interpret results of the mathematical problem in terms of the original real-world situation.
 2. Evaluate the problem-solving process.

VIII. ~~IX.~~ Communication and Representation

- A. Language, terms, and symbols of mathematics
1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.
 2. Use mathematical language to represent and communicate the mathematical concepts in a problem.

3. Use mathematical [~~mathematics as a~~] language for reasoning, problem solving, making connections, and generalizing.
- B. Interpretation of mathematical work
 1. Model and interpret mathematical ideas and concepts using multiple representations.
 2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.
 - C. Presentation and representation of mathematical work
 1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, models, graphs, and words.
 2. Create and use representations to organize, record, and communicate mathematical ideas.
 3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.

IX [~~X~~] **Connections**

- A. Connections among the strands of mathematics
 1. Connect and use multiple key concepts [~~strands~~] of mathematics in situations and problems.
 2. Connect mathematics to the study of other disciplines.
- B. Connections of mathematics to nature, real-world situations, and everyday life
 1. Use multiple representations to demonstrate links between mathematical and real-world situations.
 2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.
 3. Know and understand the use of mathematics in a variety of careers and professions.

Committee on Academic and Workforce Success

AGENDA ITEM V-V

Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for Grad TX activities designed to help meet the completion goal of 60x30TX

Original Project Cost: \$300,000
Additional Funding Request: up to \$300,000
New Total Project Cost: up to \$600,000
Source of Funds: A.1.1. Strategy, College Readiness and Success
Authority: Texas Education Code, Section 61.0762(a)(5)
Programs to Enhance Student Success

RECOMMENDATION: Approval

Background Information:

In October 2016, the Coordinating Board approved funding for Grad TX projects and activities aimed at meeting the goals of 60x30TX. Contracts were awarded to institutions of higher education to reach out and re-admit students who had stopped-out with a significant number of semester credit hours. Institutions of higher education currently participating in Grad TX have liberal transfer policies, work with stopped-out students to identify and overcome obstacles to re-entry, and provide opportunities for accelerated degree completion.

THECB staff requests approval to expend additional funds for the continued expansion and enhancement of the Grad TX program described above. Future efforts of Grad TX would:

- Expand support for focused and intensive regional marketing campaigns to increase outreach efforts to students who have stopped-out without having obtained a certificate/degree;
- Increase the number of grants to institutions of higher education tasked with implementing or expanding innovative approaches to help students who have stopped out complete their certificate/degree, with a focus on regional partnerships;
- Continue to promote, support, and increase certificate/degree completion programs that are accelerated, online, offer generous credit transfer, and/or offer flexible course scheduling;
- Incorporate advising dedicated to the returning student population with tailored admissions guidance and support;

- Provide ongoing tailored advising and/or mentoring and coaching to support re-enrolled students in persisting to completion;
- Expand collaboration with institutions of higher education, other state agencies, and organizations in a statewide certificate/degree completion campaign;
- Increase the availability of and access to resources and services for returning students.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-W

Consideration of adopting the staff recommendation to the Committee relating to an amendment extending the contract for the Texas Success Initiative Assessment

RECOMMENDATION: Approval

Background Information:

House Bill (HB) 1244 and HB 3468, 82nd Texas Legislature, amended the Texas Education Code (TEC), Section 51.3062 relating to the Texas Success Initiative (TSI) to require certain changes to the assessment of non-exempt, undergraduate students. To address the amended requirements, the Board approved in 2012 the issuance of a Request for Proposals (RFP) for the development of a new assessment instrument for the TSI. The new assessment instrument was required to provide both placement and diagnostic results that would classify students as college ready or into developmental education levels in reading, writing, and mathematics. The College Board was selected to develop and implement the new TSI Assessment (TSIA), which was launched in fall 2013 and continues with over one million test administrations to date. The original no-cost contract with The College Board was supplemented with \$100,000 to help facilitate greater faculty participation in the standard setting process.

The current contract with The College Board expires on August 31, 2018. In order to avoid possible delays or interruptions for students, institutions, and school districts in meeting the requirements of the TSI in determining college readiness and for dual credit eligibility purposes, staff is seeking approval to extend the contract for two (2) years. This will provide sufficient time for the solicitation and awarding of a new contract for TSI purposes, with an expected launch of the approved assessment in fall 2020.

Additional factors for consideration include the following:

- Institutions continue to focus intently on ensuring they meet the requirements of HB 2223, 85th Texas Legislature, Regular Session, which requires a percentage of certain non-college-ready students enrolled in developmental education to be placed in corequisite models;
- School districts and institutions continue to improve access to college-level coursework through dual credit programs;
- As part of alignment efforts in K-12 and higher education, public school accountability now includes the TSIA as an indicator of college, career, and military readiness.

Because of the TSIA's role in helping assess students' readiness for postsecondary opportunities, ensuring consistency in the TSI testing process, especially at this time of considerable change in Texas education, is in the best interest of students and the institutions and school districts serving them.

Jerel Booker, Assistant Commissioner for College Readiness and Success will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-X

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Proposals for the development and implementation of a classification and diagnostic assessment instrument for the Texas Success Initiative

Authority: Texas Education Code, Chapter 51,
Subchapter F-1, Texas Success Initiative

RECOMMENDATION: Approval

Background Information:

House Bill (HB) 1244 and HB 3468, 82nd Texas Legislature, amended the Texas Education Code (TEC), Section 51.3062 relating to the Texas Success Initiative (TSI), requiring certain changes to the assessment of non-exempt, undergraduate students. To address the amended requirements, in 2012 the Board approved the issuance of a Request for Proposals (RFP) for the development of a new assessment instrument for the TSI. The new assessment instrument was required to provide both placement and diagnostic results that would classify students as college ready or into developmental education levels in reading, writing, and mathematics. The College Board was selected to develop and implement the new TSI Assessment (TSIA), which was launched in fall 2013 and continues with over one million test administrations to date. The original no-cost contract with The College Board was supplemented with \$100,000 to help facilitate greater faculty participation in the standard setting process.

The current contract with The College Board expires August 31, 2018. In order to avoid delay or interruptions for students, institutions, and school districts in meeting the requirements of the Texas Success Initiative and for dual credit eligibility purposes, staff is seeking approval under a separate agenda item to extend the contract for two (2) years. This will provide sufficient time for the solicitation and awarding of a new, no-cost contract for TSI purposes, with an expected launch for the approved assessment in fall 2020.

The solicitation for the TSIA proposes to award a no-cost contract that includes the following content alignments in their most current iterations:

- Texas College and Career Readiness Standards in English Language Arts and Mathematics;
- Critical Texas Essential Knowledge and Skills;
- National Reporting Educational Functioning Level Descriptors standards; and
- Adult Education standards.

Additionally, the solicitation for the TSIA proposes to require the following minimum components:

- Psychometric and technical quality;
- Integration of reading and writing;
- Easy portability of test results by students and test administrators;
- Diagnostic profile for underprepared students readily available to students, and appropriate personnel;
- On-demand computer-adaptive testing with immediate results;
- Accommodations for disabilities;
- Training support for test administrators and staff;
- Aligned resources for students to address demonstrated deficiencies; and
- Cost not exceeding \$15 for all assessment components.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-Y

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the facilitation of the review and revision of the Science, Social Studies, and Cross-Disciplinary Texas College and Career Readiness Standards

Total Project Cost: up to \$200,000
Source of Funds: A.1.1. Strategy, College Readiness and Success
Authority: Texas Education Code, Section 28.008
Advancement of College Readiness in Curriculum
83rd Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

Texas Education Code (TEC), Section 28.008, entitled "Advancement of College Readiness in Curriculum," was created by the Third Special Called Session of the 79th Texas Legislature. This section requires that the Texas Education Agency and Texas Higher Education Coordinating Board establish discipline-based vertical teams to develop College and Career Readiness Standards (CCRS) that address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. TEC, Section 28.008 was amended by the 83rd Texas Legislature, Regular Session, to require that vertical teams periodically review the college readiness standards and expectations, and recommend for approval any revisions of the standards.

Prime Recommendation #2 from the November 2016 Tri-Agency Report to the Governor focuses on strengthening PK-12 academic instruction for the foundational skills needed for college and career readiness. A review of the Texas CCRS building on those skills, with an emphasis on the interconnection between college and career and the subsequent alignment with the Texas Essential Knowledge and Skills, ensures a prepared workforce and lifelong learners. In the first phase of implementing the recommendation, English/Language Arts and Mathematics Standards were reviewed and revisions were proposed. Adoption of these revisions are being recommended to this Committee as a separate agenda item.

For the second phase of implementation, Board staff recommend issuing a Request for Applications to solicit applicants to facilitate the review and revision of the Science, Social Studies, and Cross-Disciplinary CCRS, to update and foster alignment to current expectations in entry-level college coursework. Facilitation activities would include, but are not limited to, consulting with Board staff for the implementation and review of field validation surveys;

organizing and convening various in-person meetings and workshops with discipline-based vertical teams; implementation and review of the public comment processes, with provisions to include comments from business, workforce, and industry; and production of written reports documenting the review process and the teams' final recommendations to ensure a robust and transparent process.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-Z

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules, Chapter 27, Subchapter CC, Sections 27.661 – 27.667 of Board rules, concerning the establishment of the Health and Wellness Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Health and Wellness Field of Study Advisory Committee. The Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Health and Wellness degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Health and Wellness degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Health and Wellness Field of Study Curriculum as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: March 29, 2018.

Date Published in the *Texas Register*: April 13, 2018.

The 30-day comment period with the *Texas Register* ended on: May 13, 2018.

At this time, no comments have been received.

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER CC. HEALTH & WELLNESS FIELD OF STUDY ADVISORY COMMITTEE

- 27.661 Authority and Specific Purposes of the Health & Wellness Field of Study Advisory Committee
- 27.662 Definitions
- 27.663 Committee Membership and Officers
- 27.664 Duration
- 27.665 Meetings
- 27.666 Tasks Assigned to the Committee
- 27.667 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.661 Authority and Specific Purposes of the Health & Wellness Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Health & Wellness Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Health & Wellness field of study curricula.

27.662 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.663 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

27.664 Duration.

The Committee shall be abolished no later than April 30, 2022, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.665 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

27.666 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Health & Wellness Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Health & Wellness Field of Study Curricula; and
- (3) Any other issues related to the Health & Wellness Field of Study Curricula as determined by the Board.

27.667 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (1)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff is requesting member appointments for the Apply Texas Advisory Committee (ATAC). In accordance with THECB Rules, Chapter 1, Subchapter F, Rule 1.128, the ATAC provides the Board with advice and recommendations regarding the common admission applications and the Apply Texas System.

The ATAC is composed of individuals representing two-year, four-year, and private institutions. The committee discusses and votes on changes that may be needed to the common admission application for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation in and access to higher education. This committee may meet up to four times annually as needed to recommend to the Coordinating Board appropriate changes to the common admission application and the Apply Texas System.

Members serve three-year staggered terms, with 12 members rotating off the committee each year. In compliance with the rotation schedule, the appointment of up to 12 new members is needed. Recommendations for membership positions were selected from institutions' nominations, considering the type of institution, geographic location, as well as gender composition and college admission experience.

The list of nominated members was not finalized at the time the agenda went to print. This item will be presented as a supplemental item to the Committee, with a final list of nominated members.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Certification Advisory Council

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Certification Advisory Council. Texas Education Code, Section 61.314 and Coordinating Board Rules, Section 1.135 establish the Certification Advisory Council to advise the Board on standards and procedures related to certification of private, nonexempt postsecondary educational institutions; to assist the Commissioner in the examination of individual applications for Certificates of Authority; and to perform other duties related to certification that the Board finds appropriate.

The council consists of six members with experience in higher education, three of whom are drawn from exempt private postsecondary institutions in Texas. The members are appointed for two-year staggered terms and may serve consecutive terms. The council meets quarterly as required. Three members' terms expire in August 2018. Appointment of one member from a public higher education institution in Texas and two members from private/exempt higher education institutions in Texas will maintain the public and exempt/private composition of the council.

Nominees' current position and highest degree awarded:

Hua Li, Associate Professor, Department of Mechanical & Industrial Engineering, Texas A&M University-Kingsville
PhD in Industrial Engineering, Texas Tech University

Sarah Loghin, Chief Financial Officer, Concordia University Texas
BBA in Accounting, Schreiner University

Jacob Tingle, Director, Office of Experiential Learning, Trinity University
EdD in Educational Leadership, The University of Texas at San Antonio

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Communications Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Communications Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Communications degree program into which the student transfers. Students completing the Communications FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Communications FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Douglas Carr, Professor, El Paso Community College
PhD in Journalism, University of Missouri

R. E. Davis, Assistant Professor, College of the Mainland
PhD in Communication, University of Oklahoma

Erica Edwards, Faculty, Richland College
MS in Public Relations, Syracuse University

Leslie Henderson, Professor, McLennan Community College
MA in Communication, University of Oklahoma

Britney Hibbeler, Department Head, Blinn College
MA in Communication, Texas A&M University

Timothy Molina, Instructional Faculty, Northwest Vista College
MA in Communication, The University of Texas at San Antonio

Victoria Moultry, Faculty, Central Texas College
MA in Organizational Communications, Michigan State University

Linda Spetter, Professor, Cisco College
PhD in Folklore, Indiana University

Four-year institution nominees' current position and highest degree awarded:

Stacy Aschenbeck, Instructional Assistant Professor, Tarleton State University
MA in English, Southwest Texas State University

Nikkie Hodgson, Assistant Professor, The University of Texas of the Rio Grande Valley
PhD in Leadership Studies and Business, Our Lady of the Lake University

Tom Ingram, Associate Professor, The University of Texas at Arlington
PhD in Business Administration and Marketing, North Texas State University

Maureen Keeley, Professor, Texas State University
PhD in Communication Research, University of Iowa

Gordana Lazic, Assistant Professor, Texas Tech University
PhD in Communication Studies, University of Denver

Creshema Murray, Assistant Professor, University of Houston-Downtown
PhD in Organizational Communication, University of Alabama

Stephanie Rodriguez, Associate Professor, Texas A&M University-Corpus Christi
PhD in Communication Studies, University of Iowa

Paul Stekler, Professor, The University of Texas at Austin
PhD in Government, Harvard University

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Community and Technical College Leadership Council

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting member appointments for the Community and Technical College Leadership Council (CTCLC). In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter Q, Section 1.199, the CTCLC serves to provide the Commissioner and the Board with advice and recommendations on issues relevant to community, technical, and state colleges.

The committee consists of 15 members with experience in the administration or stewardship of community, technical, or state colleges. Members represent the chief executive officers of Texas community colleges (6 members), trustees of public community colleges (7 members), the chancellor of the Texas State Technical College System (1 member), and a president from one of the two-year colleges of the Texas State College System. Members serve staggered three-year terms. The terms of the chair and co-chair (if applicable) are two years dating from their election. The committee meets four times per year or as called by the Chair.

Four CTCLC members' terms expire in July 2018. Nominations were submitted by the Texas Association of Community Colleges and Community College Association of Texas Trustees, with consideration of type of institution, geographic location, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

New appointments:

Cesar Maldonado, Chancellor, Houston Community College
PhD in Systems and Engineering Management, Texas Tech University

Pam Boehm, President, Hill College
EdD Education Leadership, Texas A&M University-Commerce

Reappointments for a second term:

Armin Cantini, Trustee, Galveston College
Bachelor of Business Administration, The University of Texas at Austin

Dan Mimms, Trustee, San Jacinto College
Attended Texas A & M University

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (5)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Computer Science/Information Technology Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Computer Science/Information Technology Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Computer Science/Information Technology degree program into which the student transfers. Students completing the Computer Science/Information Technology FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Computer Science/Information Technology FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Ali Berrached, Program Coordinator, Houston Community College
PhD in Computer Engineering, Pennsylvania State University

Robert Castenada, Program Coordinator, St. Philip's College
PhD in Computer Science, The University of Texas at San Antonio

Anila Das, Associate Professor, Navarro College
MS, Computer Education and Cognitive Systems, University of North Texas

Ginger Dennis, Program Director, Kilgore College
EdD in Supervision, Curriculum, and Instruction, Texas A&M University

Stephen Lyford, Wharton County Junior College
PhD in Information System Security, North Central University

Mike McHugh, Department Head, Blinn College
MS Computer Science, University of Illinois at Urbana-Champaign

Javier Nieto, Instructor, Texas State Technical College
MS in Computer Science, The University of Texas at Brownsville

Heather Sanders, Assistant Professor, Midland College
MS in Computer Science, University of Illinois

Christian Servin, Faculty, El Paso Community College
PhD in Computational Sciences, The University of Texas at El Paso

Four-year institution nominees' current position and highest degree awarded:

Mircea Agapie, Professor, Tarleton State University
PhD in Computer Science, University of Missouri-Kansas City

Linda Barasch, Senior Lecturer, The University of Texas at Arlington
PhD in Computer Science, University of Oklahoma

Marie-Anne Demuynck, Professor, Texas Woman's University
PhD in Computer Science, University of North Texas

Scott King, Associate Professor, Texas A&M University-Corpus Christi
PhD in Computer & Information Science, Ohio State University

Simeon Ntafos, Professor, The University of Texas at Dallas
PhD in Computer Science, Northwestern University

Bruce Porter, Professor, The University of Texas at Austin
PhD in Computer Science, University of California-Irvine

Apan Qasem, Associate Professor, Texas State University
PhD in Computer Science, Rice University

Vassilios Tzouanas, Associate Professor, University of Houston-Downtown
PhD in Chemical Engineering/Process Control, Lehigh University

Duncan Walker, Professor, Texas A&M University
PhD in Computer Science, Carnegie Mellon University

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (6)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Drama/Performing Arts Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Drama/Performing Arts Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Drama/Performing Arts degree program into which the student transfers. Students completing the Drama/Performing Arts FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Drama/Performing Arts FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

H. Russ Brown, Head of Theatre, College of the Mainland
MFA in Acting, Western Illinois University

Jenny Corder, Instructor, Hill College
MA in Contemporary Theatre Practice, University of Essex

Yesenia Herrington, Instructor, Central Texas College
MFA in Acting, The University of Texas at Austin

Jami Hughes, Instructor, Wharton County Junior College
MFA in Acting, Louisiana State University

Karen King, Professor, Panola College
MA in Theatre Arts, Royal Academy of Dramatic Arts

Melissa Marlowe, Discipline Coordinator, Alamo Community College-Northwest Vista College
MA in Theatre Arts, Texas State University

Danial Nazworth, Chair of Fine Arts, South Plains College
PhD in Theatre, Texas Tech University

Kevin Patrick, Faculty, Blinn College
MFA in Theatre, University of North Carolina at Greensboro

Deborah Schultz, Instructor, Houston Community College
MA in Film/Television, American University

Matthew Smith, Assistant Professor, El Paso Community College
MFA in Acting, University of Idaho

Shannon Zimbelman, Professor, Collin College
MFA in Acting, University of Tennessee at Knoxville

Four-year institution nominees' current position and highest degree awarded:

James Ball, Assistant Professor, Texas A&M University
PhD in Performance Studies, New York University

Michael Burnett, Associate Professor, Angelo State University
MFA in Theatre, University of Mississippi

Patrick Bynane, Program Director, Texas Woman's University
PhD in Theatre History and Performance Studies, Louisiana State University

Charlotte Canning, Professor, The University of Texas at Austin
PhD in Theatre, University of Washington

Virginia Davis, Professor, The University of Texas of the Rio Grande Valley
PhD in Music Education, University of Arizona

Allison Frost, Associate Professor, Texas A&M University-Corpus Christi
MFA in Directing, Florida State University

Andrew Gaupp, Professor, The University of Texas at Arlington
MFA in Drama, Trinity University

William Gelber, Associate Professor, Texas Tech University
PhD in Theatre History, The University of Texas at Austin

Richard Jones, Associate Professor, Stephen F. Austin State University
PhD in Theatre & Film, University of Kansas

Tim Klein, Director, University of Houston-Downtown
MFA in Acting, University of North Carolina at Chapel Hill

William Peeler, Professor, Texas State University
MFA in Theatre, University of Mississippi

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (7)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Graduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests 1 replacement and 10 new member appointments for the 11 vacancies on the Graduate Education Advisory Committee (GEAC). Nominations for vacancies were selected from institutions' nominees, with consideration given to type of institution, geographic location, administrative representation, and ethnic and gender composition.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter N, Rule 1.178, the GEAC provides the Board with advice and recommendations regarding graduate education. The GEAC was established in 2005 as a 24-member committee comprised of faculty and administrators from the state's public and private universities and health-related institutions, plus one non-voting student member. The members are appointed for three-year staggered terms, and the committee meets at least twice a year. GEAC is currently working on a strategic plan which will emphasize the contributions that graduate education can make toward the goals of *60x30TX*.

Nominees' current position and highest degree awarded:

DoVeanna Fulton, Dean of the College of Humanities and Social Sciences, University of Houston-Downtown

PhD in American Studies, University of Minnesota

Kenneth Hendrickson, Dean of Graduate Studies, Sam Houston State University

PhD in History, University of Iowa

Dave Jackson, Dean of the Graduate College, The University of Texas Rio Grande Valley

PhD in Business Administration, Florida Atlantic University

Raymond Jackson, Associate Dean of Graduate Studies, The University of Texas at Arlington

PhD in Experimental Psychology, University of Colorado-Boulder

Barry Lambert, Dean of the College of Graduate Studies & Associate Vice President of Research, Tarleton State University

PhD in Animal Sciences, Kansas State University

Rajkumar Lakshmanaswamy, Dean of the Graduate School of Biomedical Science, Texas Tech University Health Sciences Center-El Paso
PhD in Endocrinology, University of Madras

Sarah Larson, Vice Provost and Dean of the Graduate School, University of Houston
PhD in Physical Chemistry, Harvard University

Dean Neikirk, Associate Dean of Graduate Studies, The University of Texas at Austin
PhD in Applied Physics, California Institute of Technology

Jennifer Schroeder, Associate Dean of the Graduate School, Texas A&M University-Commerce
PhD in Educational Psychology, University of Wisconsin-Madison

Mark Sheridan, Vice President and Dean of the Graduate School, Texas Tech University
PhD in Zoology, University of California-Berkeley

Andrew Zinn, Dean of the Graduate School of Biomedical Sciences, The University of Texas Southwestern Medical Center
MD/PhD, The University of Texas Southwestern Medical School

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (8)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests member appointments for the Learning Technology Advisory Committee (LTAC). Board staff will seek confirmation of these appointments at the July 2018 Board meeting.

In accordance with Texas Administrative Code, Title 19, Chapter 1, Subchapter O, Section 1.185, the LTAC provides the Board with advice and recommendations regarding the role that learning technology plays in Texas higher education.

The committee consists of 24 members with experience in distance education in higher education. Members represent Texas public universities (10 members), public community colleges (10 members), health-related institutions (2 members), independent institutions (1 member), and one student representative. Members serve staggered three-year terms. The terms of chairs and co-chairs (if applicable) are two years dating from their election. The committee meets four to six times per year, including teleconferences, to consider distance education doctoral programs and other learning technology matters.

Five of the LTAC members' terms expire in August 2018. Replacement members were selected from institutions' nominations, giving consideration to type of institution, geographic location, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

Michelle Duran, Assistant Vice President for Teaching and Learning, Texas A&M University-Kingsville

PhD in Counselor Education, Texas A&M University-Corpus Christi

Justin Louder, Associate Vice Provost, Texas Tech University

EdD in Educational Instructional Technology, Texas Tech University

Patrick Pluscht, Associate Vice Provost for Learning Enhancement, University of North Texas

MA in Telecommunication and Film, University of Alabama

Elizabeth Rodriguez, eLearning Center Director, Laredo Community College
MA in Educational Technology, University of Texas at Brownsville

Michelle Giles, Assistant Professor, University of Houston-Clear Lake
PhD degree in Educational Computing, University of North Texas

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (9)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Academic Course Guide Manual Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests member appointments for the Academic Course Guide Manual Advisory Committee. The *Lower-Division Academic Course Guide Manual (ACGM)* is the official list of the general academic courses that may be offered by Texas public community and technical colleges for state funding and are fully transferable to public higher education institutions. In accordance with Coordinating Board Rules, Chapter 1, Subchapter P, Rule 1.192, the ACGM Advisory Committee provides the Board with advice and recommendations regarding new disciplines of study, developments within existing disciplines represented by courses in the manual, vertical and horizontal alignment of courses within disciplines, and obsolesces of disciplines of study and courses.

The ACGM Advisory Committee is composed of public higher education faculty, academic administrators, and enrollment management personnel equally representing community/technical colleges and universities. The committee meets up to three times annually, as needed to make recommendations to the Coordinating Board on the courses to be added, revised, or deleted from the ACGM.

Members serve three-year staggered terms, with six members rotating off the committee each year. In compliance with the rotation schedule, the appointment of four new members from community and technical colleges and two new members from universities are needed. Recommendations for membership positions were selected from institutions' nominations, giving consideration to the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

Needha Boutté-Queen, Chair of the Department of Social Work and Professor,
Texas Southern University
PhD in Social Work, University of Houston

Samuel Echevarria-Cruz, Dean of Liberal Arts, Social and Behavioral Sciences,
Austin Community College
PhD in Sociology/Demography, The University of Texas at Austin

Brian Fuller, Vice President of Academic Affairs, Clarendon College
MS Animal Science, West Texas A&M University
MA History, West Texas A&M University

Jonda Halcomb, Dean of the Division of Arts and Sciences, Del Mar College
PhD in Entomology, Texas A&M University

Lisa Lacher, Assistant Professor of Information Technology, University of
Houston-Clear Lake
PhD in Software Engineering, North Dakota State University

Joshua Villalobos, Campus Dean, Instructional Program, Mission Del Paso Campus,
El Paso Community College District
MS in Geology, The University of Texas at El Paso

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will
present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (10)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests six member appointments for the Undergraduate Education Advisory Committee (UEAC). The UEAC serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of Texas' higher education plan, *60x30TX*. In accordance with Coordinating Board rules Chapter 1, Subchapter R, Rules 1.206 to 1.212, UEAC advises the Board on matters regarding undergraduate education in Texas.

The UEAC consists of 24 members with experience in undergraduate academic affairs of higher education. Members represent Texas public universities (8 to 10 members), public community colleges (8 to 10 members), health-related institutions (1 to 3 members), independent institutions (1 to 3 members), and one non-voting student representative. The members are appointed for three-year staggered terms. The committee meets twice a year or as needed.

There are six vacancies on UEAC. Nominations for vacancy were selected from institutions' nominations, with consideration given to type of institution represented on the committee, geographic location, administrative and faculty representation, and ethnic and gender composition.

Nominees' current position and highest degree awarded:

Frank Graves, Dean of Workforce and Public Service, McClennan Community College
EdD in Higher Education Leadership, University of Mary Hardin-Baylor

Heather Hicks, Accreditation Liaison, Cisco College
MA in English, Texas Tech University

Kevin Wood, Chemistry Instructor, North Central Texas College
MS in Chemistry, Texas Woman's University

Lawrence Abraham, Professor and Associate Dean, The University of Texas at Austin
EdD in Physical Education, Columbia University

Stefanie Borst, Associate Academic Dean, Texas Tech University
PhD in German, The University of Texas at Austin

Christal Seahorn, Assistant Professor of Writing and Digital Rhetoric, University of Houston-
Clear Lake
PhD in English, Rhetoric and Composition, University of Louisiana-Lafayette

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will
present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-AA (11)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Economics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of an individual to the Economics Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Economics degree program into which the student transfers. Students completing the Economics Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Economics FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Nominee's current position and highest degree awarded:

Ruby P. Kishan, Professor and Interim Chair, Department of Finance & Economics, Texas State University

PhD in Economics, Texas A&M University

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.